

The Australian Curriculum

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The Australian Curriculum Languages

Overview

Introduction

The **Australian Curriculum: Languages** is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the **Shape of the Australian Curriculum: Languages**, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language-specific curricula for world languages and a **Framework for Aboriginal Languages and Torres Strait Islander Languages**.

Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

Second language learners are those who are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.

Background language learners are those who may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.

First language learners are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

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.

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.

Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
Communicating: <i>Using language for communicative purposes in interpreting, creating and exchanging meaning.</i>	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
Understanding: <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.</i>	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

Students with disability

The ***Disability Discrimination Act 1992*** and the ***Disability Standards for Education 2005*** require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

English as an additional language or dialect

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national ***English as an Additional Language or Dialect: Teacher Resource*** has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

Gifted and talented students

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

General capabilities

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: www.australiancurriculum.edu.au

Literacy

Learning languages develops overall literacy. It is in this sense ‘value added’, strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner’s repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta-awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

Numeracy

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others’ cultural and linguistic systems.

Information and communication technology (ICT) capability

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

Critical and creative thinking

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

Personal and social capability

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

Ethical understanding

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

Asia and Australia's engagement with Asia

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

Sustainability

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

Glossary

abstract symbols

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

Accent

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

Accent marks

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé*, *piñata*, *ou/ò*.

Accuracy

Production of structurally correct forms of the target language.

Adjective

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery*.

Adverb

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly*.

Adverbial

A word or group of words that functions as an adverb.

adverbs

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

Aesthetic

Relates to a sense of beauty or appreciation of artistic expression.

Alliteration

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

Audience

Intended readers, listeners or viewers.

audiences

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

Authentic (texts/materials)

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

Author

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

behaviours that are not intentionally directed at another person

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

Bilingualism

An ability to use two or more languages.

Biography

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

Character components

Individual elements of a written character which have a separate linguistic identity.

Characters

- (i) graphic symbols used in writing in some languages
 - (ii) assumed roles in dramatic performance
-

Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

clauses

a grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]). A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

CLIL

Content and language integrated learning. An approach to learning content through an additional language.

Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!*) and collocation (for example, *friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal.*)

cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies and gentlemen* rather than *gentlemen and ladies*.

Communication

A mutual and reciprocal exchange of meaning.

Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

Complexity

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

Composing

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or*, *and*, *but*. In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]*. *[Kim is an actor]*, *[Pat is a teacher]*, *[and Sam is an architect]*.

compound sentences

has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor]', '[Pat is a teacher]', '[and Sam is an architect]'.

comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout
 - drawing on language knowledge and experience (for example, gender forms)
 - listening for intonation or expression cues
 - interpreting grapho-phonetic, semantic and syntactic cues.
-

Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school, girl*; as opposed to *abstract language*, used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty*.

concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction *and* links the two participants, while *or* links alternative options.

conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

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Content

A subject matter used as a vehicle for language learning.

context

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Context

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

contexts

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Convention

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

conventional behaviours

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

conventions

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

create

develop and/or produce spoken, written or multimodal texts in print or digital forms

Create

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

Dialect

A variant of a language that is characteristic of a region or social group.

Diaspora

A scattered population with a common origin in a smaller geographical area.

Digital media

Various platforms via which people communicate electronically.

Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

digital texts

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Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')
 - consonant digraphs have two consonants (for example, 'sh', 'th')
-

Diphthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

Encode

A process of changing spoken language into symbols of written/digital language.

Enunciation

A clear and distinct pronunciation of language.

evaluative language

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

Face

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

Filler

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

Fluency

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatism of the target language.

Form-focused learning activities

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

Formulaic language

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter); *G'day, how are you going?* (greeting in Australian English).

Framing

A way in which elements of text are arranged to create a specific interpretation of the whole.

framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

Genre

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

grammar

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

Grapho-phonetic knowledge

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

Homophone

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear*, *air* and *heir*).

Honorific

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

Hybrid texts

Composite texts resulting from a mixing of elements from different sources or *genres*. For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

Hypertext

A text which contains links to other texts.

Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice*, *a fish out of water*, *fed up to the back teeth*).

Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

Infinitive

A base form of a verb.

informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting*, *awfully boring*)

Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another
 - the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others
-

Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems
- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways
- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations
- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

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Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols
 - the nature of language communities which use the language
 - the historical and/or current relationship of a language with education in Australia
 - features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.
-

Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

Lexical cohesion

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

listen

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

Literacy resources

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

Macro skills

Four major language skills of listening, speaking, reading and writing.

Media texts

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly
- conveying culturally-shaped ideas, values, experience to others
- exploring how ideas and experiences are represented and conveyed in different languages and cultures
- considering similarities, overlaps, collisions and adjustments
- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning
- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

Metalinguage

A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as *sentence*, *clause*, *conjunction*; or about the social and cultural nature of language, such as *face*, *reciprocating*, *register*.)

Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me*, *You are to leave now*).

Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

Multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

multimodal text

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

multimodal texts

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

Narrative

A story of events or experiences, real or imagined.

Narrative devices

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

narratives

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

Neologism

A new word is created, for example, *Smartphone*, *modem*, *AIDS* or an existing word is used in a new way, for example, *deadly*.

nominalisation

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

Noun

A part of speech that includes all words denoting physical objects such as *man*, *woman*, *boy*, *girl*, *car*, *window*. These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy*, *courage*, *success*, *idea*.

nouns

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

Oracy

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

Orthography

Writing words with correct letters or characters according to common usage.

Paralanguage

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

Paralinguistics

A study of paralanguage elements of expression.

Pedagogy

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

Performance

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

Phoneme

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

Phonics

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

phonics

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

Phonological awareness

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

Pragmatics

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

Preposition

A part of speech that precede a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).
- time (after, before, since – for example, I will go to the beach after lunch).
- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.');

modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children');

and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake. He ate it that evening* (where *he* and *it* are personal pronouns; and *that* is a demonstrative pronoun).

Pronunciation

A manner in which a syllable is uttered.

Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

Proxemics

A use of space, posture and touch as elements of non-verbal communication.

Purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that? What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'
 - willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying
 - making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.
-

Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example, informal register or academic register.

Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

Scaffolding

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

Scanning

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

Script

A writing system in which characters or symbols represent components of language (letters, syllables, words).

Semantic knowledge

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

simple sentences

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

Skimming

A text processing strategy aimed at gaining information quickly without focusing on every word.

Speak

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

Stress

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will **conduct** the orchestra; her **conduct** is exemplary*.

Suffix

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : *–ed* in *passed*. Common suffixes in English include *–ing*; *–ed*; *ness*; *–less*; *–able*).

suffixes

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

Synchronous

Occurring or existing at the same time.

Syntax

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

Talk

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Task

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

Task-based language learning (TBLL)

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

tenses

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

Text

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

Text processing strategies

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

Text structure

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

text structures

the ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning.

Text types (genres)

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

texts

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

Textual features/conventions

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features*).

Tone

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

Translation

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

Transliteration

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

Verb

A part of speech which expresses existence, action, state or occurrence. For example, *they **watch** football; she **is** exhausted; the day finally **came**.*

auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they **will** go, I **did** eat lunch, she **might** fail the exam.*

verb

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

verb groups

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

verbs

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

view

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

Word borrowing

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo*, *cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

write

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

The Australian Curriculum Languages - Arabic

Overview

Context statement

The place of the Arabic culture and language in Australia and in the world

Arabic is spoken by approximately 280 million people in 22 countries over two continents. It is the official language of the Arab world, which includes countries of the Middle East, North Africa and the Gulf region, and is one of the official languages of the United Nations. The Arabic-speaking world has a long history, and the Arabic language has evolved and flourished over time, as evidenced by the richness of its literature. Arabic is comprised of a number of dialects that reflect the cultural diversity of Arabic-speaking countries, regions and communities.

Since the end of the nineteenth century, large communities of Arabic speakers have migrated to countries such as the United States, Europe and Australia. More than 370,000 Australians are of Arab descent, living predominantly in Sydney and Melbourne. Australia has strong relationships with countries in the Middle East, North Africa, the Gulf and the wider Arabic-speaking world through family ties, trade and education.

Arabic-speaking communities in Australia comprise diverse groups, differing in ancestral origins, religious backgrounds and histories. They hold a heritage that shares common linguistic and cultural traditions, and these are the ties that bind. Arabic language and culture represent an important part of the linguistic and cultural diversity of Australia. The Arabic-speaking community has made and continues to make a significant contribution to the development and enrichment of Australian society, in areas such as commerce, agriculture, industry, health, education, journalism, hospitality, tourism and international relations.

The place of the Arabic language in Australian education

The study of Arabic provides background students with the opportunity to connect with their family heritage and to communicate with speakers of Arabic in Australia and around the world. Following the early settlement of Arabic speakers in Australia, the teaching of Arabic was established for children of Arabic-speaking migrants in after-hours school settings. Since the 1980s, Arabic has been taught in primary and secondary schools and tertiary institutions across Australia as well as in after-hours schools run by community organisations. This reflected the growing Arabic-speaking community in Australia, as well as government policies of the time supporting multiculturalism. The demand for Arabic language education in Australia has increased due to the geopolitical importance of the Arabic-speaking world and greater awareness of business opportunities.

The nature of Arabic language learning

Arabic is a Semitic language, and shares linguistic and phonological similarities with other Semitic languages such as Syriac, Aramaic and Hebrew. Classical Arabic and its successor, Modern Standard Arabic, have been and continue to be the language of religious texts as well as the basis for a rich heritage of classical poetry and literary prose. Today, speakers of Arabic come from a variety of social, cultural and religious backgrounds. Their views, cultures and beliefs are manifested in the language they use formally and informally in every aspect of their private lives and public affairs. Language is an inseparable part of their identity and the way they view themselves and the world around them.

The Arabic language has two forms: Modern Standard Arabic (اللغة العربية الفصحى) and colloquial Arabic. Modern Standard Arabic is the official language taught worldwide and used in formal situations, such as at school and university and in mosques, churches and official media. Colloquial Arabic is used in everyday situations, such as at home and in the marketplace, the street, restaurants, cafés, and popular and social media. Modern Standard Arabic is common to all countries of the Arabic-speaking world, while colloquial Arabic varies according to geographical location. For example, two individuals from Iraq and Morocco speaking in dialects would not easily understand each other unless they injected elements of Modern Standard Arabic into the conversation.

Arabic is a scripted language and is written from right to left. There are 28 letters, which are all consonants with short and long vowels. These vowels are represented in the forms of letters and marks called diacritic symbols which identify how words and letters are pronounced. Arabic is a highly inflectional language, with words formed according to a root system. Various vowels, prefixes and suffixes are used with root letters to create the desired inflection of meaning.

The diversity of learners of Arabic

The Australian Curriculum: Languages – Arabic is pitched to background language learners, the dominant cohort of learners in the Australian context.

The background language learner pathway has been developed for students who have exposure to Arabic language and culture, and who may engage in active but predominantly receptive use of Arabic at home. The range of learners within the Arabic background language learner pathway is diverse, defined for the most part by different waves of migration, and their use of Arabic may extend beyond the home to everyday interactions with Arabic-speaking friends and involvement in community organisations and events. Other learners may have been born in an Arabic-speaking country, where they may have completed some education.

A key dimension of the Australian Curriculum: Languages – Arabic involves understanding the interrelationship between language and culture. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in language and cultural experiences, to develop new ways of seeing and being in the world from a bilingual perspective, and to understand more about themselves in the process.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Arabic are available as PDF documents.

Languages - Arabic: Sequence of content

Languages - Arabic: Sequence of Achievement - F-10 Sequence

Languages - Arabic: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum Languages - Arabic Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Children enter the early years of schooling with varying degrees of early literacy capability in Arabic and/or English. 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 in settings outside the home, share with others, and participate in structured routines and activities at school.

Arabic language learning and use

Arabic is learnt in parallel with English language and literacy. While the learning of Arabic differs from the learning of English, each supports and enriches the other. Arabic is used at home and in familiar Arabic-speaking settings, and in classroom interactions, routines and activities, supported by the use of materials and resources, gestures and body language. At this stage, there is a focus on play, imaginative activities, games, music, dance and familiar routines, which provide scaffolding for language development. Repetition and consolidation help learners to identify familiar and new words and simple phrases, and to recognise the purpose of simple texts. Learners use Arabic for functions such as greeting (مرحباً؛ صباح الخير), sharing information (هذه أختي لينا؛ عمري ست سنوات), responding to instructions (نعم؛ أنا هنا؛ حاضر), and taking turns in games and simple shared tasks. The transition from spoken to written language is scaffolded via shared exploration of simple texts and language features. Learners use a variety of cues, including images, context and frequently used word patterns, to comprehend texts and communicate.

Contexts of interaction

The primary contexts for interaction in Arabic are the immediate environment of home and the classroom. Learners use Arabic to interact with each other and the teacher within the learning environment at school and with immediate family members at home. The use of information and communications technologies (ICT) enriches the learning of Arabic language and culture by providing alternative experiences, a range of resources, and opportunities to access authentic language in different contexts.

Texts and resources

Learners engage with a variety of spoken, written and visual texts, such as children's songs and nursery rhymes, stories from Big Books and interactive resources. Writing skills progress from identifying the alphabet to tracing, labelling and copying letters, and then to constructing simple, short texts using familiar vocabulary.

Features of Arabic language use

Learners become familiar with how the sounds of the Arabic language are represented in letters and words. They practise pronunciation and intonation through activities such as reciting rhymes and poems and singing songs, and experiment with sounds, short and long vowels, phonemes, words, simple phrases and sentences relating to pictures, objects and actions, for example, طاولة صغيرة. They learn to recognise the letters of the Arabic alphabet, including new sounds, for example, خ؛ ع؛ غ؛ ق؛ ص؛, and the way letters are joined to make words, for example, طار؛ طير؛ ذهب, and make comparisons with the English alphabet. They write letters, words and simple sentences using familiar vocabulary, prelearnt language features and structures, and formulaic expressions, for example, كان يا ما كان. They begin to recognise how language use changes according to the speakers and context.

Level of support

The classroom is a new context of communication where learners rely on the teacher to assist their learning. Learning experiences are supported by the teacher through scaffolding, modelling, cueing, monitoring, feedback and encouragement. Multiple and varied sources of input and stimulus are used, including visual cues, such as the use of gestures, and resources, for example, bilingual Big Books and picture books, subtitled cartoons and video programs, and realia, objects, maps and charts.

The role of English

Arabic is used as the medium for class interaction and to demonstrate and model new language acquisition. English may be used to explain features of language and aspects of culture. Both English and Arabic may be used when learners are communicating about similarities and differences between Arabic and other languages and cultures and reflecting on how they talk and behave in Arabic-speaking and English-speaking contexts.

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Initiate interactions with peers and the teacher by asking and responding to questions and exchanging information about self and family, friends and school

[Key concepts: personal world, place, belonging; Key processes: introducing, exchanging, expressing preferences]

(ACLARC103)



Elaborations

- greeting peers and the teacher using appropriate expressions and body language, for example,
مرحباً؛ صباح الخير؛ كيف حالك/حالك؟؛ بخير شكراً
- introducing self, family and friends using formulaic expressions such as
إسمي عادل؛ إسمي رانيا؛ أنا مريم
هذا صديقي علي؛ هذه صديقتي ريم؛ هذا أبي وهذه أمي؛ اسم أخي رامي؛ هذا جدي؛ هذه أختي لينا؛ عمري ست سنوات؛ عمر أخي سنة؛ عمر أختي ثلاث سنوات
- describing self, family, friends and aspects of school, for example,
أنا طويل؛ أنا شاطر؛ بيتي صغير؛ غرفتي واسعة؛ صديقي علي ذكي؛ مدرستي كبيرة؛ معلمتي طيبة
- sharing information about self, home, family and favourite possessions, using simple sentence structures, familiar vocabulary and concrete materials such as toys, for example,
هذه لعبتي؛ اشتريت أمي لي هذه اللعبة في عيد ميلادي؛ أسمها "ميلاني"؛ أحب ميلاني كثيراً؛ تنام ميلاني معي في سريرتي
- initiating and sustaining interactions by asking and responding to questions about likes and dislikes, الديناصور،
أسمه "ريكس" أبي اشتراه لي في العطلة. ريكس صديقي؛ ألعب معه في البيت،
using simple language such as
من تحب في العائلة؟ ماذا تحب في المدرسة؟ هل تحب المدرسة؟ أحب جدي كثيراً؛ لا أحب الرياضة في المدرسة

- شكراً؛ شكراً جزيلاً

- following instructions such as **ضع يدك على رأسك؛ أغمض عينيك؛** أنظر إلي؛ ارفع يدك for a variety of language games
- providing simple information about familiar objects and people, using pictures and crafts to support communication, for example,
طاولة صغيرة؛ قلم رصاص؛ تلميذ شاطر؛ معلم جيد؛ شجرة كبيرة؛ بيت واسع؛
بنت جميلة؛ أمي طيبة؛ أبي حنون

- نعم؛ أنا هنا؛ حاضر؛ ممكن أن أتكلم؟

- asking and responding to questions, for example,
متى يبق الجرس؟ كيف أكتب ...؟ ما معنى...؟

لماذا تأخرت عن المدرسة؟ نمت كثيراً؛ توقفت سيارة أبي في الطريق؛ أخرنا أخي؛ بسبب أختي

- asking for permission and responding appropriately, for example, ممكن أن أذهب إلى الحمام؟ ممكن أن أأخذ الكتاب؛ يمكن أن أجلس هنا؛ شكراً؛ شكراً معلمة؛ مع السلامة؛ إلى اللقاء
- participating in games or activities that involve taking turns, making choices or swapping items, for example, forming groups using numbers or colours for activities such as telling the time or counting or memory games

Elaborations

Locate and organise information from simple spoken, written and visual texts to identify details about people and objects
[Key concepts: meaning, context; Key processes: listening, reading, locating, categorising]

(ACLARC106)



- listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding
- identifying letters, words and phrases in written Arabic, for example, titles, labels and captions, by labelling, matching, clicking and dragging, miming and using actions
- participating in shared reading of print and digital texts such as stories in Big Books and other texts relating to familiar events and contexts, using pictures, intonation and contextual cues to predict meaning and identify key information
- sorting and categorising information in graphic representations such as tables, including details about colour, quantity and place relating to people and objects, for example,

ما لون الفستان؟ لون الفستان أحمر؛ ما لون المقلمة؟ لون المقلمة أحمر

كم عدد الأقلام؟ كم كتاباً يوجد هنا؟ يوجد أربعة كتب

أين تعمل أمك؟ تعمل أمي في المستشفى؛ يدرس أخي في المدرسة

Share information obtained from different sources, including online and digital sources, by listing, tabulating or sequencing information and using illustrations and gestures to support meaning

[Key concepts: self, family, school; Key processes: describing, showing, presenting]

(ACLARC107)



- creating short texts to label and describe personal possessions and objects in the classroom using simple sentences, for example,
حقيبتي كبيرة وثقيلة؛ صفي صغير وجميل؛ طاولة المعلمة غير مرتبة؛ النافذة في الصف مكسورة؛ عندنا لوح ذكي جديد في الصف؛ صديقي وليد يجلس معي
- reporting information gathered from peers about their families, using modelled language such as
وليد لا يحب الحساب ولا القراءة؛ فادية عندها أخ صغير في المدرسة؛ فاطمة تسكن في شقة؛ مازن يحب الديناصورات
- contributing aspects of personal information to a class digital photo story, for example, writing or reading aloud captions to own photos
هذه أنا عندما كان عمري أربع سنوات؛ كان شعري طويلاً؛ هذا مازن؛ كان يبكي في الصباح؛ صورة أميرة كانت على حقيبتي؛ هاني يحب الكرة؛ هذه أنا أكتب الحروف؛ هذا شادي يلون صورة؛ هذه عبير ترسم شجرة
- sharing information about self, home, family and favourite possessions, using simple sentence structures, familiar vocabulary, appropriate gestures and concrete materials such as toys, for example,
هذه لعبتي؛ اشتريت أمي لي هذه اللعبة في عيد ميلادي؛ اسمها "ميلاني"؛ أحب ميلاني كثيراً؛ تمام ميلاني معي في سريري
هذا الديناصور اسمه "ريكس"؛ أبي اشتراه لي في العطلة؛ ريكس صديقي؛ أَلْعَب معه في البيت

Creating

Elaborations

Listen to, view and read to simple imaginative texts, including digital and multimodal texts, and respond by making simple statements about favourite elements and through action, mime, dance, drawing and other forms of expression
[Key concepts: imagination, response, character; Key processes: participating, acting, listening, reading]

(ACLARC108)



- participating in shared reading of imaginative texts, responding to questions and giving opinions about characters and events, for example,
سامي ولد نشيط؛ الثب حيوان لطيف؛ الأسد مفترس؛ الأسد صديق الفأر؛ الفراشة كبرت وعندها أجنحة

- listening to, reading or viewing Arabic versions of stories they are familiar with in print, online or digital form, such as اليرقة الجاعة جداً , and re-creating them through mime, dance and drawing
- responding to imaginative Arabic texts such as stories, rhymes and songs through play-acting, illustrating and movement
- making simple statements in response to favourite characters in stories, rhymes, storyboards or songs, for example,

أفضل الدب لأنه لطيف؛ أفضل السمكة الذهبية الجميلة

Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression
[Key concepts: performance, expression; Key processes: experimenting, drawing, captioning, labelling]

(ACLARC109)



- creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels, using modelled language, for example
كان يا ما كان؛ في يوم من الأيام؛ كان في مرة

- performing songs, raps, rhymes and action stories using simple language and non-verbal forms of expression, such as clapping, gestures and facial expressions, to support meaning
- creating a puppet play or dramatic performance based on an experience or aspect of a story, song, poem or cartoon
- creating and presenting a class Big Book and texts in digital form based on imagined scenarios in familiar contexts, using modelled language, for example,
كان دب كبير إسمه راين؛ عاش راين في جبل ضخم؛ أكل راين؛ شاهد راين ثعلباً صغيراً

Translating

Translate familiar Arabic and English words, phrases and expressions, using visual cues and word lists, and explain the meaning of particular words and verbal and non-verbal expressions
[Key concepts: meaning, expression; Key processes: noticing, matching, translating]

(ACLARC110)



Elaborations

- using Arabic and English to name familiar objects and conduct simple conversations, translating when necessary to help others understand
- translating and interpreting particular words and expressions and simple texts such as songs for friends and family
- playing matching games with Arabic and English words from Big Books and picture books
- demonstrating and explaining hand gestures, intonation patterns and facial expressions that can be used without language to convey meaning, for example, nodding to indicate agreement

Create simple print or digital bilingual texts in Arabic and English, such as word lists, labels and captions, for their class, school and family
[Key concepts: representation, equivalence; Key processes: naming, labelling, displaying]

(ACLARC111)



- creating a bilingual picture dictionary for classroom use
- making bilingual greeting cards in print or digital form for family celebrations such as Mother's Day, using greetings and simple expressions in Arabic and English, for example,

ماما، حبيبتي ماما؛ مبروك ماما؛ عيد أم سعيد

- creating a bilingual personal profile containing information relating to self, family and friends
- labelling photos in both Arabic and English for a display of a class event or experience such as a sports day or school concert

Reflecting

Describe the experience of using Arabic at home and at school, such as how it feels and the particular behaviours they associate with speaking Arabic

[Key concepts: self, identity, belonging; Key processes: identifying, comparing]

(ACLARC112)



Elaborations

- identifying the significance of gestures in Arabic, and noticing own level of comfort with these, for example, making or not making eye contact when talking to older people
- discussing one another's ways of communicating and their appropriateness in Arabic-speaking contexts, such as different ways of showing politeness, for example, when making requests من فضلك or thanking someone شكراً، شكراً جزيلاً
- sharing with peers how it feels to use Arabic, for example, when singing a song in class, speaking Arabic with friends or family members, and using gestures, such as nodding the head slightly when saying نعم أو لا

Identify themselves as members of different groups, including the Arabic class, the school, and their family and community, describing their roles within these different groups

[Key concepts: membership, roles, belonging; Key processes: recognising, describing, connecting]

(ACLARC113)



- listing various groups they belong to, for example, family, school, class or clubs, and reflecting on themselves as a member of multiple groups and the roles they play in these groups
- identifying themselves as belonging to a particular cultural and/or language group, for example, أتكلم العربي؛ صف العربي؛ أهلي من لبنان؛ أنا من الأردن؛ أنا أسترالي لكن أهلي من سوريا

- creating own profile using drawings or providing captions for photos to express roles in or membership of various groups, including their identity as a person who knows more than one language
- eliciting and giving information that signals identity in different contexts, such as home, school and community, for example, compiling a personal profile consisting of their name, age, and dialect spoken at home, using simple words and modelled sentences

Understanding

Systems of language

Elaborations

Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words

[Key concepts: phonic awareness, script, directionality (writing right to left); Key processes: recognising, distinguishing, listening]

(ACLARU114)



- recognising and reproducing the 28 letters of the alphabet and the three short and long vowels
- recognising that Arabic words are written from right to left, numbers from left to right
- recognising and producing distinctive Arabic sounds such as guttural sounds ع، غ، ق and other sounds such as ص، ض، ط، ظ، ح، خ

- recognising that making Arabic words requires most letters to be joined, for example طار، طير، ذهب، أكل، شرب، ولد، أب، أم

- developing pronunciation, phrasing and intonation skills by singing, reciting and repeating frequently used words and phrases, noticing that statements and questions have different intonation, for example، أكلت الطعام كله؟
-

Recognise parts of speech and frequently used words in familiar contexts, and understand the basic rules of word order in simple sentences, such as the role of verbs in a sentence; the masculine and feminine forms of nouns, verbs and adjectives; and simple possessive forms

[Key concepts: word order, gender variation; Key processes: noticing, selecting]

(ACLARU115)



- identifying and using high-frequency words and expressions related to home and school environments in interactions, for example,
بيت؛ عائلة؛ أب؛ إبرة؛ معلمة؛ مدرسة؛ حصة؛ صف؛ كتاب؛ دراسة؛ فرصة؛ وقت فراغ؛ أيام الأسبوع
- recognising word order in simple phrases and sentences, for example,
الجملة الفعلية: نام سليم؛ قام الولد؛ أكل سامي التفاحة؛ شربت سحر الحليب
- identifying different parts of speech, for example,
الاسم؛ الفعل؛ الصفة؛ الحرف
- recognising that nouns have definite and indefinite articles and gender, for example,
تلميذ/التلميذة؛ معلمة العلوم؛ المعلمة
- using masculine and feminine forms of singular nouns and adjectives, for example,
الأب الحنون؛ الأم الجميلة؛ كرسي كبير؛ الطاولة الصغيرة؛ أمد شرس؛ قطعة أليفة
- using simple present tense verbs to describe aspects of own daily activities, for example,
استيقظ في الصباح؛ أتناول الفطور؛ أركب الباص؛ أدخل الصف؛ أكمل الواجب؛ ألبس ثيابي
- using simple verbs to express likes and dislikes, for example,
أحب طعام أمي؛ لا أحب الأكل السريع؛ أحب الرياضة ولا أحب الرسم
- understanding and responding to imperative verb forms in familiar instructions, for example,
افتح الباب؛ اجلس في مكانك؛ لا تتكلم دون إذن؛ نظف غرفتك؛ اكمل طعامك
- using singular possessive adjectives related to self, for example,
بيتي؛ سريري؛ معلمتي؛ غرفتك؛ كتابك؛ حقبتها؛ دفتره
- understanding that adjectives follow nouns and their gender, for example, كتاب كبير؛ طاولة كبيرة
- using singular personal pronouns, both masculine and feminine, with appropriate simple present tense verbs to describe aspects of home or school life, for example,
أمي تحب العمل؛ هي نشيطة؛ أبي يحب الطبخ؛ هو ماهر؛ صديقي سليم شاطر؛ هو ذكي؛ هي تكتب القصص
- developing knowledge of cardinal numbers
- beginning to use simple conjunctions to link words and expressions, such as أيضا؛ أو؛ وأ

Recognise that language is organised as text, and that texts such as songs, stories and labels have different features
[Key concepts: textual features, form; Key processes: recognising, identifying]

(ACLARU116)



- listening to, reading and viewing different types of simple texts in Arabic, such as stories, songs and captions, understanding that the Arabic script is written from right to left and that books and papers are written from back to front
- observing typical features of familiar Arabic texts, such as stories, nursery rhymes and signs, for example,
ليلي والذئب؛ الارنب والسلحفاة؛ الخنازير الثلاثة؛ كان يا ما كان
- comparing similar texts in Arabic and English and noticing how they are the same or different, for example, a counting song, street sign, labels at a supermarket, or a cover of a picture book

Language variation and change

Recognise that there are variations in the language used by Arabic speakers in different situations, such as at home with family, and that the language used varies between different Arabic speakers

[Key concept: variation based on gender, age and context; Key processes: noticing, comparing, understanding]

(ACLARU117)



Elaborations

- understanding that different forms of address and greetings are used depending on the time of day and the gender, background and social status of the participants, for example,
مرحبا ؛ صباح الخير / مساء الخير؛ سلام ونعمة؛ السلام عليكم ورحمة الله وبركاته؛ سلام الرب معك
ماما؛ بابا؛ عم أمين؛ خالتي سعاد
- recognising that informal forms of address are very common among speakers of Arabic and are acceptable across Arabic communities, for example
عمو عادل؛ عمة هناء؛ خالة عبيد؛ ست أمل؛ تيتا وداد؛ جدو
- explaining how their spoken language at home may vary from the spoken language in class, and understanding similarities and differences between various dialects represented within the classroom

Recognise that Australia has speakers of many different languages, including Arabic, and that languages borrow words from one another

[Key concepts: place, word-borrowing; Key processes: noticing, selecting]

(ACLARU118)



- understanding that the world contains many different languages and that many people around the world speak more than one language
- recognising that Arabic has borrowed many words from English, for example, كومبيوتر، تلفاز، and that English has borrowed words from Arabic, such as 'admiral', 'candy', 'coffee', 'cotton', 'genie', 'sugar' and 'sultan'
- exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages



Role of language and culture

Elaborations

Understand that the languages people use and the way they use them relate to who they are, where and how they live and what is important to them

[Key concepts: language, culture and identity; Key processes: noticing, understanding, making connections]

(ACLARU119)



- exploring the meaning of 'culture', and understanding that it involves visible elements, such as ways of eating and behaving, and invisible elements, such as how people live, what they value and how they think of themselves and others
- recognising similarities and differences between naming systems across languages represented in the classroom, and noticing that Arabic-speaking students may have names derived from other cultures and languages
- understanding that some Australian-English terms and expressions have no equivalent in Arabic, for example, 'billabong' or 'the bush', and that terms such as 'the movies', 'footy' and 'backyard' reflect aspects of culture in the Australian context

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers to exchange information about themselves, their family and friends, for example, *إسمي هاني؛ أنا ليلي؛ عمري ست سنوات؛ أمي سميرة؛ أبي خالد؛ عندي أخ وأخت؛ صديقي رامي؛ صديقتي رنا*, and initiate interactions by asking and responding to questions. They use repetitive language when participating in shared activities and transactions and responding to classroom instructions. When speaking, they use the sounds of the Arabic language, for example, *حروف مثل خ، ح، ط، ظ، ص، ض، ع، غ، ق*. They locate information about people, places and objects in simple texts, and share information in different formats, using illustrations and gestures to support meaning, for example, *ما اسمك أين تسكن؟ كيف حالك؟ هل عندك أصدقاء؟ كم أخت*. They make simple statements about favourite elements in response to imaginative experiences, and create own representations of imagined characters and events, using illustrations, familiar language and non-verbal forms of expression. Students identify specific parts of speech, such as nouns, verbs and adjectives, in spoken and written texts, and use familiar words and phrases, for example, *المدرسة؛ العائلة؛ الأم؛ الأب؛ الأصدقاء؛ الصف؛ المعلمة؛ البيت* and *أسكن مع عائلتي؛ أحب؛ أكل؛ أذهب؛ ألعب؛ أغني؛ صغير/كبير؛ طويل/قصير؛ جميل؛ نظيف؛ المدرسة؛ بيتي؛ أختي؛ صديقي يوم السبت؛ في الصباح؛ الأمس؛ كل يوم* and sentence patterns in simple texts, such as *أحب أن أكل... لا أحب أن...؛ أذهب إلى؛ أذهب مع؛*. They recognise questions and commands, for example, *ما اسمك؛ إذا تحب أن تلعب؟ من صديقك في المدرسة؟ هل بيتك كبير؟ ما هي لعبتك المفضلة؟ أجلس هنا من فضلك؛ تكلم الآن؛ إرفع يدك؛ تعال إلى هنا*, and use vocabulary and simple sentences to communicate information about themselves, their family and classroom, such as *ذهب* and *البيت؛ الغرفة؛ الحديقة؛ المدرسة؛ الصف؛ المعلمة؛ المدرس؛ المدير؛ الشارع؛ الباص؛ الملعب؛ الدكان هذا أبي؛ إسمه عادل؛ هذه معلمتي؛* applying basic rules of word order and gender. Students translate frequently used words and simple phrases using visual cues, and create word lists, labels and captions in both Arabic and English for their immediate environment, for example, *إسمها أنسة هالة؛ أحب صديقتي كثيراً؛ أنا في فريق كرة القدم؛*. They describe their roles as members of particular groups, and share their feelings and ways of behaving as they use Arabic at home and in the classroom, such as

Students identify letters of the Arabic alphabet and join some letters to form simple words. They identify features of familiar texts. They distinguish between the language spoken by different Arabic speakers in different situations, such as at home with family or at school with the teacher, for example, *من فضلك؛ هل يمكن أن...؛ هل أقدر أن...؛ لوسمحت*. Students name some of the many languages that are spoken in Australia, including Arabic, and provide examples of simple words in Arabic that have been borrowed from English and vice versa. They identify how the ways people use language reflect where and how they live and what is important to them.

Years 3 and 4

The nature of the learners

At this level, children are developing awareness of their social worlds and their membership of various groups, including the Arabic class. They are further developing literacy capabilities in both Arabic and English, as well as biliteracy capabilities. They benefit from multimodal, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Arabic language learning and use

Learners interact with family and the wider Arabic-speaking community, and at school they interact with their peers and the teacher in a variety of communicative activities. Specific language learning skills such as memory and communication strategies are developed. Learners primarily engage in a variety of listening and viewing activities, and understand familiar stories, songs and poems. They use Arabic in everyday interactions, such as giving and following instructions *أرسم خطأ على الورقة؛ أكتب العنوان فوق*, attracting attention and seeking help *عندي فكرة رائعة!؛ ممكن أن أتكلم؟*. They participate in collaborative activities such as sharing information about their routines, friendships and leisure activities. They listen to, view and read a range of print, digital and spoken texts, such as interactive stories and performances, and use their imagination to create simple texts such as dialogues, stories and cartoons. They locate and classify key points of information in spoken, written and multimodal texts, and convey information about their family, home and neighbourhood in simple texts such as diary entries, emails and short stories.

Contexts of interaction

The contexts in which students interact in learning and using Arabic are primarily the classroom, school and home. They have access to the wider community of Arabic speakers and resources through out-of-classroom activities and the use of virtual and digital technology. They work both independently and cooperatively, further developing their sense of personal as well as group identity, and of the cultural significance of family relationships.

Texts and resources

Learners develop biliteracy skills through interacting with a range of spoken, written, visual and multimodal texts. Texts such as recipes, reports and family profiles show how language is used in different ways and for different purposes.

Features of Arabic language use

Learners explore Arabic sounds, intonation and writing conventions to further develop their speaking and writing skills and initial understanding of their developing biliteracy. They use key grammatical forms and structures, such as verbs, pronouns, singular/plural forms and prepositions, to provide information in simple sentences and short texts about places *جاء وليد من مصر*, people, actions, events and feelings, for example, *عندما كان عمره أربع سنوات*, *عندما أعزف الموسيقى أشعر بالفرح*. They begin to develop a metalanguage for understanding and discussing language features, and make connections and comparisons between Arabic and English. Comparing the structures and patterns of Arabic with those of English helps learners understand both languages, assisting in the development of their biliteracy skills.

Level of support

In the classroom, this stage of learning involves extensive support through scaffolding. Teachers model what is expected, introduce language concepts and resources needed to manage and complete tasks, and make time for experimentation, drafting and redrafting, providing support for self-monitoring and reflection. Support includes a range of spoken, written, visual and interactive resources, such as poems, songs, video clips and digital games.

The role of English

Learners use Arabic in classroom routines, social interactions, learning tasks, and language experimentation and practice. Arabic and English are used for discussion, explanation and reflection. Learners explore connections between culture and language use in various Arabic-speaking communities and the wider Australian context, and reflect on their own sense of identity and their experiences as Arabic background speakers when communicating and interacting with others.

Years 3 and 4 Content Descriptions

Communicating

Socialising

Socialise and build relationships with the teacher, family and friends through the exchange of personal information relating to home and school environment, such as everyday routines [Key concepts: friendship, experiences, routine, time; Key processes: describing, expressing, sharing]

(ACLARC120)



Elaborations

- asking and answering questions about information relating to self, peers, friends and family members, for example,
أين ولدت؟ ماذا تتكلم في البيت؟ ماذا يعمل أبوك؟ أين تذهب يوم السبت؟ من هي صديقتك؟ لماذا تحب جدتك؟ ماذا تفعل بعد المدرسة؟ أي رياضة تلعب؟
ولدت في العراق؛ أتكلم العربية في البيت؛ أحب الشوكولاتة كثيراً؛ أحب أبي وأمي جداً؛ أبي يعمل في المستشفى؛ أُمي طبيبة؛ أخي يدرس في المدرسة؛ أختي في الجامعة؛ يوم السبت أذهب إلى بيت جدي؛ يوم الأحد أذهب إلى المطعم.
- sharing information about daily routines and favourite activities at home and school, for example,
أستيقظ باكراً؛ أكل الفطور؛ ألبس ثيابي؛ أشاهد التلفاز؛ أكمل فروض المدرسة؛ أَلعب ألعاباً إلكترونية؛ أرتب سريرِي؛ أنظف غرفتي؛ أَلعب كرة القدم؛ أذهب إلى المسجد.
- using common expressions and appropriate body language when responding to frequently used comments and questions, for example,
يبدو أنك متعب؛ متى نمت البارحة؟ لماذا تأخرت هذا الصباح؟ كيف تأتي إلى المدرسة؟ هل عندك طعام للفرصة؟
- exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form, for example,
هل تحب أن تأتي إلى حفلة عيد ميلادي؟ سمير؛ أنا أدعوك إلى بيتي يوم السبت؛
تعال نلعب معاً.
عيد ميلاد سعيد؛ كل عام وأنت بخير؛ أتمنى لك عيداً سعيداً.

Participate in collaborative tasks and shared experiences that involve planning and simple transactional exchanges, such as playing games, role-playing dialogues, and preparing and presenting group work

[Key concepts: participation, cooperation, collaboration; Key processes: sharing, negotiating]

(ACLARC121)



- asking and responding to questions in group activities such as number and memory games, for example, كم ورقة عندك؟ أي عدد اخترت؟ ما هي الأعداد التي تريدها؟ اخترت عدد ثمانية؛ عددي المفضل ستة؛ وصلت إلى الرقعة الثالثة؛ أنا في الخانة الأولى

- negotiating roles for shared tasks using simple expressions such as ماذا عن دور الأب؟ أنت لا تقدر ان تكتب كل القصة؛ أنا اكتب النصف وأنت تكتب النصف الآخر؛ أنا دوري المشتري وأنت دورك البائع؛ هل تحب أن تكون البائع؟

- participating in role-plays, such as buying goods from a shop, using props, for example, هل عندك حليب؟, to engage in conversation
- preparing, rehearsing and presenting a group activity for class or school about a familiar situation or event, using expressions such as اليوم سوف نقدم لكم عرضاً عن عيد الأم؛ شكراً لاستماعكم؛ أنا كامل وهذه لدينا وهذا محمود؛ نرجو أن تستمتعوا بالعرض

Participate in everyday classroom activities, such as giving and following instructions, attracting the teacher's attention and asking for repetition

[Key concepts: respect, politeness; Key processes: participating, requesting, responding]

(ACLARC122)



- giving and following classroom instructions, for example, أكتب التاريخ هنا؛ أرسم خطأ على الورقة؛ أكتب العنوان فوق؛ إغلق الباب؛ اجلس في مكانك؛ توقف عن الكلام؛ دورك؛ تكلم
- attracting attention and asking for help in classroom situations, for example, عندي فكرة رائعة؛! ممكن أن أتكلم؟
- requesting repetition, for example, ممكن أن تعيدي السؤال؟ لم أفهم السؤال؟ من فضلك، أعد السؤال. ما معنى...؟
- praising and encouraging peers, and using formulaic expressions and interjections, for example, ممتاز؛! جيد جداً؛ هذا عمل رائع!

Informing

Elaborations

Locate and classify information relating to familiar contexts, routines and interests from spoken, written and visual texts
[Key concepts: time (routines), leisure; Key processes: listening, reading, viewing, selecting, sequencing]

(ACLARC123)



- recording and classifying information obtained from others, such as favourite foods and places to visit, for example,

يحب سالم التبول؛ يحب عادل الدجاج؛ تفضلّ سعاد الخضار؛ يحب علي كرة القدم؛ يفضلّ ماجد السباحة؛ ويفضلّ رامي العزف على الجيتار؛ تحب البنات الموسيقى بينما الأولاد يحبون الرياضة

- listening to short spoken texts with new vocabulary and unfamiliar language, and identifying key information, for example, the name and number on a recorded phone message

مرحباً

إسمي سهام

أريد التكلّم مع سامر بخصوص الإمتحان

أرجو الإتصال بي على الرقم 0456566777

- comparing profiles and stories in print and digital form about different people and their daily routines, and creating a display with names and short descriptions, for example,

هذه فادية؛ عمرها سبع سنوات؛ تسكن مع والديها وعندها أربع أخوات. تحب فادية المدرسة كثيراً وأيضاً تحب اللعب على الكمبيوتر والرسم والسباحة. فادية صديقة وقيّة وحنونة.

- gathering information about other people's interests, for example, through conducting interviews or surveys about weekend activities, and selecting specific information to include in a short report
- locating and sequencing information to describe people and events, for example,

البنّت تدرس؛ يساعد الولد أمه؛ ينظف الأب الحديقة؛ تحضرّ أمي الفطور في الصباح؛ ينظف أبي السيارة في المساء

- obtaining and using information from print, digital and multimodal texts related to a range of learning areas, such as completing a simple science experiment, or naming countries, significant land features and historical places on a map, for example,

أهرامات مصر؛ معبد الأقصر؛ قلعة بعلبك؛ ملوية سامراء؛ مدينة نينوى الأثرية

Present information relating to home, school, neighbourhood and leisure in a range of spoken, written and digital modes
[Key concept: representation (private life); Key processes: organising, selecting, presenting]

(ACLARC124)



- reporting on information gathered from sources such as interviews, surveys and brochures, using drawings, posters and collages
- creating print or digital texts to introduce family members and friends and describe relationships and personal information relating to their background and experiences, using simple descriptive language and supporting resources, for example,

وليد عنده ثلاث أخوات وأخ واحد صغير؛ يسكن وليد في منطقة رايد في بيت كبير مع عائلته. جاء وليد من مصر عندما كان عمره أربع سنوات. يحب وليد بيته وعائلته كثيراً

- creating a class book or visual/digital display relating to a school event such as an excursion to the zoo or museum, for example,

رحلة إلى حديقة الحيوان؛ في حديقة الحيوان؛ شاهدنا الأسد وهو نائم؛ كان هناك دب كبير وقرودة بأحجام مختلفة

رحلة المدرسة إلى المتحف؛ ذهبنا إلى المتحف يوم الخميس؛ شاهدنا هناك آلات قديمة وصور أثرية للسكان في أستراليا؛ وشاهدنا صوراً لسفينة تاريخية

- presenting information both orally and in writing on pastimes and activities relating to self and peers, describing actions, responses and feelings, for example,

ألعب كرة القدم جيداً؛ أصبح بمهارة؛ اقرأ بطلاقة؛ سمير يلعب الألعاب الإلكترونية بمهارة

عندما أعزف الموسيقى أشعر بالفرح؛ بالحزن؛ بالملل؛ بالنشاط؛ بالسعادة؛ أحب الرسم لأنني أرسم أبطال الكارتون

Creating

Respond to imaginative texts, such as interactive stories and performances, identifying and describing characters, events, ideas and favourite elements

[Key concepts: character, people, places, experiences; Key processes: participating, responding, relating, reflecting]

(ACLARC125)



Elaborations

- listening to, reading and viewing a range of print, digital and oral texts through shared and guided participation, and responding to questions about characters, ideas and events
- comparing an Arabic fable such as سندباد البحري؛ علاء الدين with an Aboriginal or Torres Strait Islander story and highlighting the similarities and differences in characters, events and the moral of the story



- discussing imaginative texts, using short statements to describe aspects such as characters, settings or events, and illustrating and captioning aspects of texts
- role-playing events in imaginative texts, using movement and actions to reinforce meaning and experimenting with voice and gestures to animate characters

Create and perform short imaginative texts, such as dialogues or collaborative stories based on Arabic fables, using formulaic expressions and modelled language

[Key concepts: imagination, experience; Key processes: presenting, creating, performing]

(ACLARC126)



- creating simple imaginative texts such as comics, short stories or poems, using modelled language to express own ideas and imagined experiences
- collaborating with peers to create and present picture or digital books, short plays or animations based on favourite characters in Arabic fables, using familiar language and formulaic expressions such as

هذا علي بابا؛ علي بابا هو البطل في قصة علي بابا والأربعين حرامي؛ علي بابا شاب ... يحب علي بابا ...

- modifying texts such as songs, for example, by substituting words in a well-known Arabic song or rhyme
- creating and performing alternative versions or endings of familiar stories, using voice, rhythm and gestures to animate characters

Translating

Translate and interpret words, expressions and sentences in simple English and Arabic texts, noticing similarities and differences or non-equivalence

[Key concepts: meaning, translation; Key processes: moving between languages, comparing]

(ACLARC127)



Elaborations

- using a picture or digital dictionary to find the meanings of simple vocabulary used in class, and comparing English and Arabic versions
- comparing Arabic expressions used in everyday interactions such as greetings with equivalent English expressions, identifying differences and similarities and words and expressions that do not translate easily, for example,

مرحباً؛ صباح الخير/صباح النور؛ كيف حالك؟ الحمد لله؛ نشكر الرب

- translating short, simple texts from Arabic into English and vice versa, using cues to interpret meaning, such as layout, headings and familiar vocabulary
- identifying words that change meaning according to the context and Arabic-speaking region, for example, لين/حليب، ميسوط

Produce bilingual texts and resources, including digital and online resources such as digital picture dictionaries, posters and signs, for their class and school community

[Key concepts: similarity, difference; Key processes: selecting, describing]

(ACLARC128)



- producing a parallel bilingual word list or digital picture dictionary by identifying known Arabic words or expressions and relating them to English equivalents, and vice versa, recognising that direct translation is not always possible
- composing captions for images in Arabic and English to create simple bilingual storybooks in print or digital formats
- creating texts in print, digital or online formats, such as descriptions in both Arabic and English on familiar topics, selecting from word lists vocabulary that best conveys the intended meaning in both languages
- creating simple action songs and raps which include alternative repetitive phrases in Arabic and English, to perform for the school community

Reflecting

Elaborations

Reflect on their experiences as Arabic background speakers when interacting in English and Arabic, observing differences in language use and behaviours

[Key concepts: culture, language, behaviour; Key processes: examining, connecting]

(ACLARC129)



- comparing their interactions in Arabic and English, noticing different behaviours and language used, for example, adding the words خالة عمو before the names of older family members and other adults to show respect, compared with addressing friends in English by their first name
- describing elements of Arabic language that are different from English, including gestures such as patting the heart a few times to indicate 'That's enough, thank you...'
- developing metalanguage for describing experiences of intercultural exchange in different contexts, for example,

أتكلم العربي في البيت مع جدي وجدتي ولكن مع إخوتي أتكلم بالإنجليزي؛ أمي تتكلم معي بالعربي

وأنا أرد عليها بالإنجليزي؛ عربيتي ليست قوية؛ أحب التكلم بالإنجليزية أكثر لأنها أسهل

Explore their own sense of identity, including elements such as family, background and experiences, and ways of using language in Arabic- and English-speaking contexts

[Key concepts: communication, identity; Key processes: reflecting, adjusting]

(ACLARC130)



- discussing the groups they belong to, including their families and Arabic cultural and language groups, and reflecting on how membership of these groups affects their own sense of identity
- creating texts in print, digital, online or multimodal formats that express personal views on identity, including as a member of different cultural and/or language groups, for example, their name, in English and/or Arabic, their life experiences overseas and in Australia, and reflecting on how these may be understood from an Australian and Arabic perspective
- mapping personal profiles by creating a chart, timeline or web profile to highlight significant experiences or events, for example, marking an event when they identified as Lebanese, Egyptian, Iraqi or Arab, such as during religious ceremonies or special national events
- noticing how they communicate in both Arabic- and English-speaking contexts, identifying differences in behaviour and discussing reasons for these, for example, how they would address their teacher compared to a family member such as an uncle

Understanding

Systems of language

Elaborations

Recognise and reproduce Arabic pronunciation and intonation patterns using vocalisation and features of individual syllable blocks, and understand that in Arabic script, most letters change appearance depending on their position

[Key concepts: sound and writing systems, syllables; Key processes: noticing, describing, comparing]

(ACLARU131)



- discriminating between simple vowels, for example, تَ، ثَ، نَ، long vowels or the three vowel letters ا، و، ي، such as تَ، ثَ، نَ and consonant letters in a syllable block
- using basic punctuation in writing, including question marks (?), commas (,) and full stops (.) and semi-colons (;)
- recognising that letters change form depending on their place in the word, for example,

لَ: كَتَبَ؛ يَكْتُبُ؛ كَتَابَكَ؛ ع: عَيْنٌ؛ مَعْلَمٌ؛ م

- noticing that vocalisation such as َ، ُ، ِ may change the function of the word depending on where it is placed, for example, كُتِبَ؛ كُتِبَ؛ لَعِبَ؛ لَعِبَ
- experimenting with Arabic words and vowels to construct and deconstruct syllable blocks, for example, كَاتِبٌ؛ سَالٌ؛ ... لَمْ؛ قَادِي؛ كَرِيسِي؛ غَرِيفَةٌ؛
- using basic pronunciation and intonation rules when speaking and reading aloud
- deducing from familiar sounds and contexts how to spell new words, for example, predicting how to spell هَادِي؛ فَادِي having learnt how to spell شَادِي
- comparing different forms of writing for the letter أ، for example, أ؛ إ؛ آ

Understand and use key grammatical forms and structures, such as basic pronouns and possessive pronouns, singular/plural forms of regular nouns and adjectives, and prepositions

[Key concepts: number, syntax, verb forms; Key processes: sequencing, applying, relating]

(ACLARU132)



- using subject–verb–object word order in simple sentences relating to home and school environment, recognising the use of the definite article and its impact on the meaning of the sentence, for example,
أكمل وسام الدرس؛ أكمل وسام درساً؛ نظفت سماح الغرفة؛ نظفت سماح غرفة
- understanding and applying singular nouns and regular plural noun endings in masculine and feminine forms, for example,
معلم- معلمون؛ معلمة - معلمات
- using singular, second person and plural possessive pronouns to describe relationship or ownership, for example,
هذا دفترك يا سمير؛ لدينا هذه حقبتك؛ أمي أليس هذا مفتاح سيارتك؟ أبي أين نظارتك؟ كتبهم؛ لعبكم؛ غرفنا
- using a range of adjectives in singular and plural form to describe appearance, feelings and personalities, for example,
أختي طويلة وأخي قصير؛ عين أخي واسعة؛ أبي طويل القامة؛ أمي نحيفة الجسم؛ أنا سعيد جداً؛ أختي حزينة لأنها أضاعت كتابها المفضل؛ أمي مرحة جداً وأبي ودود وضحوك
- using past tense verbs to recount events related to home and school contexts, for example,
قدمت فرضي للمعلمة؛ تأخرت عن الدرس؛ نمت متأخراً؛ نسيت كتبي في البيت
- using imperative forms of simple verbs when giving others instructions, for example,
كل طعامك؛ نظف أسنانك؛ أكتب الجملة؛ أفتحي كتابك؛ إمسكي القلم؛ إسالي أمك
- expressing negation in simple sentences, for example,
لا أحب مادة العلوم
- using adverbs of place and time to expand on expressions, for example
استيقظت باكراً؛ وصلت إلى المدرسة متأخراً؛ شاهدت المباراة في الملعب؛ قرأت الكتاب في مكتبة المدرسة
- using a variety of prepositions to expand on spoken and written interactions, for example
في وقت الفراغ؛ في العطلة؛ ذهبت من البيت إلى المدرسة؛ أثناء الغداء إتصلت بأبي
- understanding and using simple question words in interactions, for example
متى أتيت إلى البيت؟ من أعد لك الغطور؟؛ ماذا احضرت للغداء؟ كيف أتيت إلى المدرسة؟

Understand that familiar spoken and written Arabic texts, such as conversations and stories, have particular features and structures relating to different purposes and audiences
[Key concepts: linguistic features, genre, structure; Key processes: observing patterns, distinguishing]

(ACLARU133)



- noticing differences between different types of texts in Arabic, for example, comparing a verbal recount of a well-known fable with the written text, or a text message with a phone call, an email with letter
- recognising how elements of texts in print, digital and online formats, such as title, layout, illustrations and size of script in a Big Book, combine to make meaning
- identifying and comparing the features of different types of texts, observing similar patterns and identifying differences, for example, the opening and signature in an email and a letter, a description in a story and a diary entry
- classifying a range of texts in print, digital and online formats, such as stories, digital greeting cards, recipes, advertisements (print and online versions) and posters, according to their purpose(s), for example, to entertain, to describe, to inform or to persuade, and recognising language features typically associated with particular texts, such as the use of imperatives in recipes and time markers in stories

Language variation and change

Understand that Arabic as a spoken language varies according to region and country and that meaning can be influenced by gestures, tone and purpose
[Key concepts: dialect, variation; Key processes: observing, explaining]

(ACLARU134)



Elaborations

- reflecting on how they communicate with their family and friends and with people less close to them, noticing differences in word choice, language use and communicative behaviour
- understanding that Arabic as a language has a standard form called اللغة العربية الفصحى, which is mainly used in writing, and a range of spoken dialects that differ greatly from region to region, for example, Lebanese, Egyptian, Sudanese and the Iraqi and Gulf regional dialects
- understanding how differences in gestures and tone are used to change the meaning of spoken text, and how the purpose of interaction, such as to instruct or invite, changes the emphasis on words and expressions being used

Recognise that languages change over time and influence one another

[Key concepts: language change, influence, exchange; Key processes: observing, identifying, discussing]

(ACLARU135)



- identifying how Arabic has influenced other languages, for example, Indonesian (Kitab = كتاب, Kursi = كرسي) and Spanish (aceite = زيت), and the number system in English
- understanding that Arabic, like all languages, is constantly expanding in response to intercultural experiences to include new words and expressions, for example,

دردشة على الإنترنت

- recognising that some Arabic words are derived from other languages, such as الفستق, which is borrowed from Greek to mean 'pistachio'; or قز, which is borrowed from Persian to mean 'raw silk'
- understanding that some languages are continuously evolving while others are endangered or being revived, for example, indigenous languages throughout the world, including Aboriginal languages and Torres Strait Islander languages in Australia



Role of language and culture

Compare and reflect on cultural practices relating to ways in which language is used in various Arabic-speaking communities and in the wider Australian context

[Key concepts: difference, expression, practices; Key processes: identifying, distinguishing, relating, comparing]

(ACLARU136)



Elaborations

- examining aspects of Arabic culture in familiar contexts, for example, identifying language use such as كل عام وأنتم and behaviours such as eating sweets at different celebrations and occasions
- reflecting on and explaining to others the significance of some common Arabic cultural practices and events, such as offering visitors food and drink, and serving sweets during special occasions, or coffee in times of mourning
- comparing the cultural importance of music and traditional dance in different Arabic-speaking communities as expressions of identity and emotions, for example,

الدبكة اللبنانية والجوية العراقية؛ والرقص الصعيدي الفلكلوري

Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers to share personal information about aspects of their lives, such as experiences, everyday routines and leisure activities, for example, عمري تسع سنوات؛ أنا مولود في أستراليا؛ أتيت إلى أستراليا وأنا صغير, في الصباح أستيقظ باكراً؛ أنا في الساعة...؛ بعد المدرسة... في المساء... أذهب مع عائلتي إلى المتحف؛ البحر؛ الحديقة العامة؛ السوق؛ أذهب إلى المدرسة؛ أحب كرة القدم؛ أريد المساعدة؛ أنا أذهب إلى الحمام؟؛ هل, من فضلك هل يمكن أن تعيد الكلمة؟ الجملة؟؛ أستطيع أن؛ من فضلك هل يمكن أن تعيد الكلمة؟ الجملة؟؛. They use formulaic expressions when interacting, such as giving and following instructions, asking for repetition, planning shared activities and completing simple transactions, for example, هل, and modelled language to create short imaginative texts. They use features of Arabic pronunciation and intonation when speaking and reading aloud. Students locate and classify information relating to familiar contexts and present it in modelled spoken, written and visual texts. They describe characters, events and ideas and express opinions about favourite elements in imaginative texts, and use formulaic expressions, for example, في يوم من الأيام؛ كان هناك, and modelled language to create short imaginative texts. They use vocabulary related to school, home and everyday routines, for example, الدراسة؛ التعليم؛ فروع؛ مواد المدرسة؛ غرفة النوم؛, and modelled language to create short imaginative texts. Students use key grammatical forms and structures in simple spoken and written texts, such as word order, singular and plural forms of regular nouns and adjectives, personal and possessive pronouns, for example, كتاب/كتب؛ غرفة/غرف؛ صف/صفوف؛ صديق/أصدقاء؛ أنت/أنتي؛ هو/هي/هم؛, and prepositions such as في البيت؛ إلى المدرسة؛ بين الملعب والساحة؛ أثناء الدرس؛ بعد العشاء؛ قبل النوم, and prepositions such as في البيت؛ إلى المدرسة؛ بين الملعب والساحة؛ أثناء الدرس؛ بعد العشاء؛ قبل النوم. Students translate familiar and frequently used language relating to familiar environments and create simple bilingual texts for the classroom and school community. They describe how language involves behaviours as well as words and share their own experience as background speakers as they interact with others.

Students identify and use Arabic sound and writing patterns, for example, including combining letters to form words, vocalisation, and features of individual syllable blocks such as, أ؛ ن؛ ع؛ و؛ والياء؛ الألف المقصورة, the تنوين: إشتري أبي بيتاً؛ رأيت كلباً؛ في بيتي غرف. أكل؛. They identify the features and structure of different types of texts, for example, العنوان؛ الحكمة؛ النهاية القافية؛ فعل الأمر؛ الجمل؛, and modelled language to create short imaginative texts. They use vocabulary related to school, home and everyday routines, for example, الدراسة؛ التعليم؛ فروع؛ مواد المدرسة؛ غرفة النوم؛, and modelled language to create short imaginative texts. Students use key grammatical forms and structures in simple spoken and written texts, such as word order, singular and plural forms of regular nouns and adjectives, personal and possessive pronouns, for example, كتاب/كتب؛ غرفة/غرف؛ صف/صفوف؛ صديق/أصدقاء؛ أنت/أنتي؛ هو/هي/هم؛, and prepositions such as في البيت؛ إلى المدرسة؛ بين الملعب والساحة؛ أثناء الدرس؛ بعد العشاء؛ قبل النوم, and prepositions such as في البيت؛ إلى المدرسة؛ بين الملعب والساحة؛ أثناء الدرس؛ بعد العشاء؛ قبل النوم. Students translate familiar and frequently used language relating to familiar environments and create simple bilingual texts for the classroom and school community. They describe how language involves behaviours as well as words and share their own experience as background speakers as they interact with others.

Years 5 and 6

The nature of the learners

At this level, learners have established communication and literacy skills in Arabic that enable them to explore aspects of Arabic language and culture as well as topical issues drawn from other key learning areas. They are widening their social networks, experiences and communication repertoires in both Arabic and English and developing some biliteracy capabilities. They participate in collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context, and increasingly aware of the world around them.

Arabic language learning and use

Purposeful language use in authentic contexts and shared activities in the classroom develop language skills and enhance communication and understanding. Learning how Arabic is structured reinforces learners' oracy and literacy. Learners develop their speaking skills by interacting with teachers, peers, family and local Arabic speakers to share their own and enquire about others' experiences *أقرأ قصة قبل النوم؛ وأنت هل تقرأين قبل النوم؟*, social activities and opinions. They have access to a broader range of vocabulary, and use a growing range of strategies such as effective listening skills to support communication. They write more accurately and fluently for a range of purposes, contexts and audiences. They listen to, view and read Arabic folk tales, fables and films to engage with themes, characters and events, exploring embedded cultural beliefs, values and practices, and use their imagination to create and perform songs, poems, short plays and video clips. They obtain information from a range of sources about social, cultural and communicative aspects of lifestyles in Arabic-speaking communities, and present the information in different formats for particular audiences. Individual and group presentation and performance skills are developed through modelling, rehearsing and resourcing the content of presentations.

Contexts of interaction

Learners use Arabic in the classroom and in their extended social space, such as family, neighbourhood and the community, for a growing range of purposes, for example, exchanging information, expressing ideas and feelings, and responding to experiences. They are able to work more independently, but also enjoy working collaboratively in pairs and in groups. They explore cultural aspects of communication, and use information and communications technologies (ICT) to support and enhance their learning.

Texts and resources

Learners interact with an increasing range of informative, persuasive and imaginative texts about neighbourhoods, places, and Arabic-speaking communities and individuals. They refer to and use more established grammatical and lexical resources to understand and communicate in Arabic. The use of dictionaries is encouraged for accuracy and expansion of language acquisition.

Features of Arabic language use

Learners' pronunciation, intonation and phrasing are more confident, and they apply appropriate writing conventions, including spelling and punctuation, in a range of print, digital and multimodal texts. They use grammatical structures, such as verb conjugation, suffixes, linguistic elements such as conjunctions and a range of adjectives and adverbs to describe actions and events according to time and place *هو كتب؛ هي ركضت*, share information about life at home and school *أمي تطبخ طعاماً لذيذاً؛ أبي يغسل*, elaborate on ideas and information and express opinions relating to their personal and social worlds. They understand how language use varies when interacting with different people and for different purposes. They explore cross-linguistic and intercultural influences of other languages on Arabic, such as Aramaic, Syriac and Assyrian, and regional languages such as Persian, Kurdish and Turkish.

Level of support

While learners work both independently and collaboratively at this level, ongoing support and feedback are incorporated into task activities such as the production of written texts. Support includes the provision of models, scaffolds, stimulus materials, and resources such as word charts, vocabulary lists and dictionaries.

The role of English

Classroom interactions are increasingly bilingual. Arabic is used primarily for communication, while English and Arabic are used for discussion of linguistic features and cultural practices, and for reflective tasks and explanations. Learners are given opportunities to think about personal and community identity. They explore the relationship between language and culture, and ask questions about cultural values and practices and how these relate to their own sense of identity as Arabic background speakers when interacting in different Arabic- and English-speaking contexts.

Years 5 and 6 Content Descriptions

Communicating

Socialising

Socialise and maintain relationships with peers and the teacher by sharing information about their personal experiences and social activities

[Key concepts: relationships, experiences; Key processes: describing, listening, comparing, explaining]

(ACLARC137)



Elaborations

- exchanging information about everyday experiences, for example,
ماذا تفعل بعد المدرسة؟ متى تأكل طعام العشاء؟ أين تلعب الرياضة؟
بعد المدرسة ألعب كرة القدم؛ في الساعة الثامنة أذهب إلى النوم؛ وأنت متى تنام؟
أقرأ قصة قبل النوم؛ وأنت هل تقرأين قبل النوم؟
- describing friends and family members, including physical appearance and personal characteristics/qualities, for example,
أمي امرأة طويلة ورشيقة؛ تحافظ على صحتها؛ أبي شخص منظم في عمله ومسؤول في بيته؛ صديقي سامي مهندس ولكنه لا يهتم بدراسته ولا بصحته؛ أصدقائي جميعهم لطفاء ولكنهم لا يأخذون المدرسة بجدية
- sharing feelings about weekend activities, using different modes of communication such as text messages, email or social media, and giving reasons for choices made, for example,
يوم السبت ألعب التنس مع أبي؛ في العطلة الأسبوعية أذهب مع عائلتي إلى المطعم؛ أحضر حصة للموسيقى يوم الجمعة؛ أشعر بالسعادة في حصة الموسيقى؛ أحب العزف على البيانو كثيراً؛ أتعلم اللغة العربية يوم السبت صباحاً؛ اخترت الرياضة لأنها مفيدة للجسم؛ الموسيقى تساعدني على التفكير
- recounting experiences with family and friends in a variety of ways, for example, in conversations, diaries or digital presentation
ذهبت البارحة مع عائلتي إلى المتحف؛ شاهدت مع أخي фильماً جديداً في السينما؛ كانت لعبة الركبي ممتعة؛ كانت رحلة المدرسة إلى حديقة الحيوان ممتعة

Collaborate in group tasks and organise shared experiences that involve making suggestions and decisions and engaging in transactions

[Key concepts: organisation, transaction; Key processes: negotiating, explaining, advising, making choices]

(ACLARC138)



- making collaborative decisions and arrangements using expressions for counting, ordering and organising ideas, for example,
أولاً؛ نختار أفراد الفريق؛ ثانياً نوزع الأدوار؛ ثالثاً؛ نعرض الأفكار؛ أخيراً نعمل على دورنا

في البداية سوف أجمع الصور؛ بعد ذلك سوف نبحث في الإنترنت عن المعلومات وفي النهاية سنجمع كل شيء سوياً

- engaging in transactions by asking for and providing information, such as giving prices and asking for goods and services, for example,
ما سعر...؟ بكم هذه اللعبة؟ ما سعر كيلو البرتقال؟ بكم كيس الخبز؟ ربطة الخبز بدولار ونصف؟ سعر كيلو التفاح ثلاثة دولارات

أحتاج مساعدة من فضلك؛ هل تقدر أن تساعدني؟ أنا أبحث عن خونة لقيادة الدراجة؛ أين أجدها؟ هل عندكم الفيلم الكرتوني الجديد؟

- making suggestions and choices in the allocation of roles and explaining the reasons for such choices, for example,
أنا أحب أن أكون الطبيب؛ لماذا لا تكون أنت المعلم؟ لماذا لا تأخذ دور النادل في المطعم؟ دوري طبيب لأنني أحب أن أكون طبيباً في المستقبل؛ خذي دور الأم لأن دورها قصير
- creating displays, presentations or performances for family, friends or the school community to showcase their progress in learning Arabic

Interact in classroom activities, such as creating and following shared rules and procedures, expressing opinions, and asking for and providing clarification


[Key concepts: attitude, values, roles, responsibility; Key processes: expressing, sharing, requesting, clarifying, planning]

(ACLARC139)



- contributing to classroom activities by providing suggestions, such as for developing rules for a bilingual classroom, for example,
إستمع للمعلمة؛ إحترم الجميع؛ إنتظر دورك؛ لا تأخذ شيئاً ليس لك؛ إذهب إلى الحمام في الفرصة؛ أكمل كل دروسك في الصف؛ لا تصرخ
كن مؤدباً؛ لطيفاً؛ هادئاً؛ عادلاً؛ ودوداً؛ كوني هادئة؛ لطيفة؛ صادقة

- expressing opinions about procedures and experiences, for example,
هذا الواجب صعب؛ الإمتحان طويل؛ ما عندي وقت؛ المعلمة لم تصحح إمتحان الإملاء بعد
- asking for and providing clarification, for example,
أين أضع الصور؟ أين أكتب الجملة التالية؟ ماذا تقصد؟ أقصد: ضع الصورة تحت الكتابة؛ أكتب الجملة بجانب الصورة
- giving advice and sharing ideas with peers about biliteracy development and learning strategies, for example,
الأفضل أن نكتب حجم العنوان؛ هذه الكتابة أفضل من الأخرى؛ أقترح أن نستعمل الألوان في الرسم

Informing	Elaborations
<p>Listen to, view and read a range of texts to locate, classify and organise information relating to social and cultural worlds [Key concepts: time, place, media, culture; Key processes: listening, viewing, reading, selecting, organising]</p> <p>(ACLARC140)</p> 	<ul style="list-style-type: none"> identifying and classifying information in texts such as advertisements, conversations, brochures and announcements, and sharing the information with others in a different format, for example, presenting a chart of favourite television programs or computer games البرنامج التلفزيوني المفضل هو ...؛ أفضل برنامج ...؛ أحب برنامج ...؛ لعبتي الإلكترونية المفضلة هي ...؛ أفضل الألعاب الإلكترونية الحاسوبية reading texts and extracting key points relating to a range of topics, for example, social activities for young people in the local community, and discussing information with peers, using expressions such as الطقس هذه الأيام بارد جداً؛ الصيف هذا العام سيكون حاراً؛ قلة الأمطار هذه السنة الشباب يحبون رياضة كمال الأجسام ويذهبون إلى النوادي الرياضية؛ تحب البنات رقص الزومبا؛ هل تحبين الرقص أيضاً؟ reading, viewing and listening to a variety of texts to collect and organise information about an Arabic cultural event or celebration, such as الأعياد الوطنية أو الدينية, in a digital display for the class or school community identifying and comparing perspectives on cultural aspects of lifestyles in different Arabic-speaking communities as represented in spoken and written texts, for example, الجريدة المحلية كتبت أن الأغاني الجديدة مملّة؛ ولكن الجميع يحبها

Convey ideas and information on topics of interest and aspects of culture in different formats for particular audiences
[Key concepts: audience, context, lifestyle; Key processes: using, transposing, summarising]

(ACLARC141)



- presenting information or ideas in multimodal texts for a particular audience, such as a virtual tour of the school or neighbourhood for a sister school in an Arabic-speaking community overseas
- creating a performance or interactive display to inform younger children about the benefits of maintaining Arabic language
- conveying information relating to significant people, places or events in Arabic-speaking communities through different text types, such as a poster for a concert, a profile of a famous Arabic-speaking actor or a digital guide to a place of interest
- preparing and giving simple oral or visual presentations on aspects of their personal world, such as a timeline of growth and change, or family celebrations of birthdays and other special occasions, for example,

ولدت في العراق وأنيت إلى أستراليا وعمرى خمس سنوات؛ أنا مولود في أستراليا وعيد ميلادي في شهر مارس؛ ولدت في شهر أيلول؛ أحتفل بعيد ميلادي في ديسمبر؛ عيد زواج أبي وأمي في شهر آب

- presenting key ideas relating to aspects of lifestyle in the local community, using graphic organisers to convey information in particular ways, for example, to show priorities (list/table), compare statistics or ideas (Venn diagram), or highlight frequency (graphs)

الرياضة ضرورية للصحة؛ المأكولات السريعة وأضرارها؛ الألعاب الإلكترونية وعدم الإختلاط بالعائلة؛ السمنة والكسل

Creating

Elaborations

Share responses to a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, fables and films, by expressing opinions on key ideas, characters and actions, and making connections with own experiences and feelings

[Key concepts: connection, feelings; Key processes: interpreting, expressing, explaining, comparing]

(ACLARC142)



- listening to and viewing imaginative texts in print, digital and multimodal formats, such as cartoons, folk tales and fables, and sharing opinions or feelings about ideas, events and experiences, using expressions such as
سندباد رجل شجاع؛ علي بابا حرامي ظريف؛ لا أحب قصة علاء الدين والمصباح السحري؛ القصة مملة وغير معقولة؛ القصة فيها خرافات كثيرة؛ قصة المصباح السحري مثيرة لكنها غير واقعية

- responding to questions about characters in different types of imaginative texts, such as films or cartoons, by listing words or expressions associated with the character's personality and explaining how they can or cannot relate to them, for example,
شخصية الولد في الفيلم مثل شخصيتي؛ هو يحب اللعب وأنا كذلك؛ لقد سافر وهو صغير وأنا أيضاً أتيت إلى أستراليا وأنا صغير؛ البنات في الكارتون تحب الثياب الملونة مثلي ولكنها مشاغبة وأنا هادئة وأسمع كلام أُمي

- comparing favourite characters or events in imaginative texts such as cartoons, stories or digital games, using expressions such as
اللاعب الأول أقوى من اللاعب الثاني؛ هذه اللعبة أصعب من اللعبة الأخرى؛ أفضل شخصية في القصة هي صديقة عيبر لأنها أكثر واحدة تحب سناء وتساعدنا؛ أحب شخصية عدي هي سمير لأنه مضحك

- discussing key messages and cultural elements in imaginative texts, such as the moral of a story/fable, an idea or value in a song, or the qualities or behaviour of a character

Create and perform imaginative texts in print, digital or online formats, such as songs, stories, video clips or short plays, based on a stimulus, concept or theme

[Key concepts: imagination, creativity, expression; Key processes: composing, performing, imagining]

(ACLARC143)



- creating own imaginative texts based on characters, settings and events in familiar stories for own and others' enjoyment and interest
- creating individual or collaborative poetry, such as an acrostic poem or rap, experimenting with rhyme and rhythm
- creating, performing and filming own imaginative texts in print, digital or online formats, such as a commercial for a new product, a short video clip of a role-play, or an announcement about an event
- creating and performing alternative versions of known songs or short plays by creating new lyrics or dialogue and experimenting with voices and actions to convey different moods and feelings

Translating

Elaborations

Translate and interpret texts from Arabic into English and vice versa for peers, family and community, and identify words and expressions that may not readily correspond across the two languages

[Key concepts: correspondence, interpretation, audience; Key processes: translating, comparing, explaining]

(ACLARC144)



- identifying words and expressions in Arabic and English that cannot be readily translated, clarifying meanings and explanations, for example, *فزت فوزاً ساحقاً لعبت لعباً جميلاً، كالقمر*؛
- interpreting Arabic expressions in familiar texts such as greeting cards, menus and stories, and considering how these expressions reflect aspects of Arabic language and culture
- translating texts such as public signs, advertisements and food packaging from Arabic into English and vice versa, for example, 'no parking', 'no dogs', 'no-smoking zone', *الوقوف ممنوع؛ الكلاب ممنوعة؛ التدخين ممنوع*, to identify differences in elements of language structure and vocabulary use
- creating Arabic versions of school signs, notices and class rules, considering why some words and expressions require flexibility in translation, for example, 'the oval', 'the office', 'the canteen', 'out of bounds', 'no hat, no play'
الملعب؛ مكتب الإدارة؛ المقصف/دكان المدرسة؛ ممنوع اللعب في هذه المنطقة؛ اللعب غير مسموح بدون قبعة

Produce bilingual texts and resources such as displays, instructions and newsletters for own learning and for the school community, identifying cultural terms in either language to assist meaning

[Key concepts: bilingualism, linguistic landscape; Key processes: translating, modifying]

(ACLARC145)



- designing bilingual texts such as a poster for a class or school assembly performance, or a newsletter about a sports carnival or school event
- using bilingual dictionaries and electronic translating tools to create bilingual texts such as captions, menus and timetables, comparing own version with peers' and identifying differences in translation
- creating parallel lists of informal Arabic and English expressions for own use in everyday interactions with friends and family
- creating bilingual texts, such as songs, a board game, a web page for recipes or an instruction manual for a game, identifying and labelling culture-specific terms to support understanding

Reflecting

Elaborations

Reflect on their experiences of interacting in Arabic- and English-speaking contexts, discussing adjustments made when moving between languages

[Key concepts: biculturalism, meaning, context, belonging; Key processes: comparing, explaining]

(ACLARC146)



- explaining changes they make when moving between English- and Arabic-speaking contexts, for example, adjusting the way they communicate to adults and authority figures in Arabic by using *لو سمحت؛ من فضلك؛ أرجوك*, or how they use different introductions depending on the audience, such as using *بالإذن يا أبي؛ هذا سليم صديقي من المدرسة* to introduce friends to their parents and *عادل؛ تعال؛ هذا ماهر* to introduce friends to each other
- identifying changes they make when interacting in an Australian-English context, for example, using different forms of address, or different ways of showing politeness, and discussing why these adjustments are appropriate
- reflecting on instances when moving between Arabic- and English-speaking contexts has felt comfortable, awkward or difficult and explaining why this might be the case, for example, translating to parents what the teacher is saying, helping an elderly person who cannot speak English find the bus stop
- discussing the ways in which they communicate with Arabic speakers, for example, making appropriate eye contact, allowing for personal space, and respecting elderly people, parents and teachers, and making comparisons with the ways in which they communicate with English speakers

Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication

[Key concepts: self, complexity, belief systems; Key processes: finding connections, reflecting, discussing]

(ACLARC147)



- discussing how their Arabic cultural heritage influences who they are, how they think about things and how they interact and behave in different contexts
- identifying aspects of personal identity such as age, gender and social status that are important when interacting in Arabic-speaking contexts and may be understood differently in Australian cultural contexts
- identifying key influences on their sense of identity, such as their family origins, traditions, beliefs and significant events, for example, *مكان الولادة؛ التربية العائلية؛ عدد أفراد العائلة؛ العادات والتقاليد التي تربي عليها؛ خبرات الطفولة في المدرسة والبيت؛ تأثير الأصدقاء؛ المفاهيم الاجتماعية السائدة؛ المفردات التي تستخدم في البيت؛ في الشارع وفي المدرسة*
- exploring how they communicate with one another, their teachers and families, noticing if there are any changes in the way they see themselves in different contexts, for example, a family celebration, a school concert, or the birthday party of a non-Arabic-speaking friend

Understanding

Systems of language

Elaborations

Understand patterns of intonation and pronunciation, including the way vowels soften and extend sounds, and apply appropriate conventions to their writing

[Key concepts: sound systems, application, writing systems;

Key processes: analysing, applying]

(ACLARU148)



- understanding that vowel marks influence the way words are pronounced, for example,
أكلت التفاحة؟ أكلت التفاحة؛ المدرسة واسعة/في المدرسة
- discriminating between the use of alif, waaw and yih as either consonants or long vowels in words, for example,
سال الدم من يد سعاد/سال الولد المعطمة
- applying pronunciation rules when speaking and reading aloud, for example,
؛ المدة والشدة؛ والتنوين؛ والياء المقصورة والتاء المربوطة والطويلة م/ع/ل/مة؛ ت/ل/ميذ...
- recognising the different ways of pronouncing the long vowel ا, for example, ندى؛ لدا؛ لدى؛ متى؛ فتى, and writing the long vowel ء, for example, شيء؛ قراءة؛ مسؤول
- applying phonic knowledge to spell unfamiliar words, for example,
جنت؛ أكل؛ شيء
- applying accurate spelling in familiar words, phrases, sentences and texts

Develop and apply understanding of verb conjugation, suffixes, basic conjunctions and a range of adjectives and adverbs to construct simple sentences

[Key concepts: grammar, syntax, vocabulary knowledge; Key processes: applying, explaining, understanding]

(ACLARU149)



- applying rules of past tense verb conjugation to describe past actions and events, for example,
أنا أكلت؛ أنت شربت؛ أنت ذهبت؛ هو كتب؛ هي ركضت؛ هم تأخروا
- producing complex sentences using present tense verb conjugation, for example,
أمي تطبخ طعاماً لذيذاً؛ أبي يغسل السيارة كل أسبوع؛ أساعد في تنظيف البيت دائماً؛ المعلمون يتكلمون كثيراً
- expressing negation in complex sentences, for example
لا أريد أن ألعب هذه اللعبة؛ ليس عندي طعام مفضل؛ لم؛ لن
- using the imperative form of verbs to address different people and groups, orally, such as in speeches and presentations, or in writing, such as in a group email, for example,
تعالوا جميعاً نشارك في يوم تنظيف أستراليا؛ هيا شاركو معنا؛ قولوا للجميع؛ لا تتأخروا
understanding gender and number agreement
between nouns and adjectives, for example
رخيص؛ ثلاثة كتب رخيصة؛ عشرة كتب غالية؛ طاولة واحدة ثقيلة؛ أربع
طاولات قديمة؛ تسع طاولات كبيرة
using irregular adjectives to describe number, shape and colour, for example
فزت في المرتبة الأولى؛ أتيث الثاني في الإمتحان؛ حقيبتني حمراء؛ قميص
أحمر؛ قلم أخضر؛ ممحاة خضراء؛ شكل مدور؛ مثلث؛ مربع؛
describing a relationship using a possessive pronoun for singular and plural third person, for example
سليم يحب أبي كثيراً؛ هناء تستمع إلى أمها دائماً
- using conjunctions (بينما) to make comparisons between people or actions, for example, كامل صديق ودود بينما مازن شخص غيور؛ أمل تلعب التنس بينما علياء تسبح بمهارة
and to link ideas and sentences, for example, لكن؛ كذلك
- using adverbial phrases to expand on ideas and elaborate on information related to feelings, attitudes and abilities, for example
أمي تتكلم بثقة كبيرة؛ المعلم يشرح الدرس بطريقة مفهومة؛ أخي يتكلم في الخطب بجرأة كبيرة
- understanding and applying rhetorical questioning techniques in oral and written interactions to provoke thought and response, for example, أليس كذلك؟؛ من منا لا يحب اللعب على الكمبيوتر؟
- building compound sentences to express opinions, preferences or reasons, for example
الكاتب المفضل عندي هو... لأن قصصه مشوقة وفيها كثير من المفاجآت؛ قصص
مسلية وتحتوي على الخيال

Explore the structure and language features of spoken and written Arabic texts, such as news reports and conversations, recognising that language choices and the form of Arabic used depend on purpose, context and audience

[Key concepts: structure, coherence, textual features; Key processes: connecting, applying]

(ACLARU150)



- identifying the purpose, context and audience of a range of familiar texts, for example, fairy tales, songs, poems, short plays and video clips
- listening to, reading and viewing different types of texts with a common topic and comparing features, for example, examining a print report, a television report and an internet announcement about an accident and discussing how the different features of each text combine to make similar meaning
- discussing key features, audience and purpose of different types of texts, for example, a shopping list serves as a reminder to self of items to be purchased, whereas a permission note seeks permission from another person to do or have something
- making connections between the degree of formality of a situation and the form of Arabic used, such as the use of colloquial Arabic in informal spoken texts and of Modern Standard Arabic in formal spoken situations and in written texts
- analysing how different types of texts create specific effects by using particular aspects of language, for example, superlative adjectives and imperative verb forms in advertisements designed to persuade customers

Language variation and change

Elaborations

Explore how language use differs between spoken and written Arabic texts, and depends on the relationship between participants and on the context of the situation

[Key concepts: language, variation, context, relationship; Key processes: observing, explaining]

(ACLARU151)



- understanding the importance of using appropriate forms of address when interacting with different people, for example, the use of *سيد ماجد؛ أستاذ هاني؛ سيدة عبير؛ خالتي رانيا؛* with adults, both close relatives and strangers
- recognising how language use reflects the mood, feelings, attitudes or relationships of the people involved, for example, *إنها أُمِّي تتصل على المحمول مرة ثانية! سعاد، ماذا تريد الآن؟*
- experimenting with different vocabulary and language structures in Modern Standard Arabic, and making comparisons with Arabic dialects spoken by themselves and peers, discussing similarities and differences
- comparing spoken and written texts, for example, a spoken and a print advertisement, or a spoken conversation and an email, and explaining how mode relates to linguistic structures and features and how this affects meaning
- recognising differences in language use between class presentations and everyday conversations
- explaining why different forms of Arabic are used depending on the context of communication, such as the use of Modern Standard Arabic when communicating with people with different dialects or with the teacher in the classroom, compared with the use of colloquial Arabic at home

Explore the origins of Arabic and how it has been influenced by and influences other languages
[Key concepts: language, change, borrowing; Key processes: reflecting, selecting, connecting]

(ACLARU152)



- recognising that the Arabic alphabet has similarities with the Aramaic alphabet system (alpha being the first letter, and beta the second), and that the Arabic ordering system أ ب ج د is based on the Aramaic alphabet
- understanding that many words in Arabic are borrowed from indigenous languages of the Arabic-speaking world, such as Assyrian, Aramaic and Syriac, Phoenician and Berber, for example, رأس؛ دم؛ أخ؛ أخت؛ شمس؛ لسان؛ أنا؛ أنت؛ بوظة؛ دولاب؛ دولمة؛ بسطرمة؛ and regional languages such as Persian, Turkish and Kurdish, for example, بيت؛ سمع؛ كتاب؛ نحن؛ كلب؛ بابل؛ بحرین؛ سوريا؛ بيت لحم؛ موصل؛ لبنان؛ أور؛ بيروت؛
- exploring the meaning of famous names of people and places and reflecting on their origin and on naming systems, such as
- investigating the influence of Arabic on other languages such as Berber, Kurdish, Amharic, Tigrinya, Persian, Pashto, Urdu, Punjabi, Portuguese, Sindhi, Tagalog, Turkish, Spanish, Hindi, Swahili, Somali, Malay and Indonesian, for example, the Arabic word for 'book' كتاب is used in most of the languages listed
- identifying languages that were derived from Arabic, for example, Maltese and Nubi



Role of language and culture

Explore how language use reflects particular value systems, attitudes and patterns of behaviour by comparing ways of communicating across cultures
[Key concepts: values, attitudes, behaviour; Key processes: exploring, describing, comparing]

(ACLARU153)



Elaborations

- describing own and others' ways of communicating, and identifying aspects that reflect traditions, values and practices in Arabic-speaking communities
- exploring words or expressions commonly used in informal interactions in the Australian context, and interpreting or explaining them for young Arabic speakers, for example, 'mate' or 'fair dinkum'
- noticing similarities and differences between own ways of communicating and interactions between young Arabic and English speakers in different contexts and situations, for example, expressions of politeness or turn-taking in conversations, and reflecting on the influence of culture on language use

Years 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Arabic to exchange personal information and describe people, places and ideas related to their personal experiences and social activities such as celebrations for example, أذهب مع عائلتي لزيارة جدي وجدتي, and other interests such as أشاهد sport (for example, أألعب رياضة المفضلة مع أصدقائي بعد المدرسة في الحديقة العامة, في الأعياد؛ في العطلة الأسبوعية أفلام الكارتون مع عائلتي في السينما؛ أألعب ألعاب إلكترونية). They make shared decisions, for example, ...أريد أن, provide suggestions such as ... يمكن أن, and complete transactions. When participating in classroom routines and activities, they follow shared rules and procedures, express opinions and ask for clarification, for example, ... ما معنى, Students use patterns of Arabic pronunciation and intonation when interacting. They locate, classify and organise information from a range of spoken, written and visual texts related to aspects of culture and lifestyle. They present ideas and information on topics of interest and aspects of culture in different formats for particular audiences. They respond to a range of imaginative texts by expressing opinions on key elements for example, ...من القصة نتعلم أن, characters for example, ...أحب الملك في الفيلم لأنه, and actions for example, ...أنا أيضا يجب أن..., and making connections with own experience, for example, ...أنا مثل. They create and perform short imaginative texts based on a stimulus, concept or theme. They use a variety of tenses for example, ...أذهب/ يذهب/ تذهب, suffixes for example, ...أكلت/أكل/أكلت, basic conjunctions for example, ...أو, and a range of adjectives for example, ...الصفة للمذكر والصفة للمؤنث للأشياء والأشخاص, and adverbs for example, ...سريعا؛ ليلا؛ صباحا؛ يوميا, to construct sentences and to produce short texts. Students translate texts from Arabic into English and vice versa, identifying words that are not easily translated, such as ...أيفون؛ تلفاز؛ كومبيوتر, and create bilingual texts for their own learning and for the school community. They identify ways in which their own biography for example, ...السيرة الذاتية؛ الخبرات, traditions for example, ...العادات العائلية والإجتماعية, and beliefs for example, ...المعتقدات الخاصة, impact on their identity and influence the ways in which they communicate in Arabic and English.

Students identify the role of vowels in softening and extending sounds and apply writing conventions to own constructions. They distinguish between the structure and features of different types of spoken and written Arabic texts and identify ways in which audience, context and purpose influence language choices and the form of Arabic used. They provide examples of how language use and ways of communicating vary according to the relationship between participants and the purpose of the exchange, for example, ...أنواع الجمل: الإسمية والفعلية؛ الترداد في بعض العبارات؛ طول الجمل والفواصل الشفهية فيها. They identify how languages influence one another, including the influence of indigenous languages of the Arabic-speaking world and regional languages such as Aramaic, Syriac, Phoenician, Persian, Kurdish and Turkish on Arabic, for example ...الأبجدية؛ المفردات المستعارة؛ أصل الكلمات. They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures.

Years 7 and 8

The nature of the learners

These years represent a transition to secondary school. Students in this sequence are continuing to study Arabic, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate about their immediate world and that of Arabic-speaking countries and communities overseas.

Arabic language learning and use

The focus of learning shifts from the world of learners' own experience and imagination to the wider world. Learners make cross-curricular connections and explore intercultural perspectives and experiences relating to teenage life and interests. They engage in a range of interactions with others, expressing their feelings *أتمنى أن نسافر إلى كوينزلاند في عطلة المدرسة*, exchanging and clarifying their views *تأخرت في الصباح لأنني إستيقضت متأخراً*, describing and explaining their actions and responses *ما رأيك، سامي أعطنا رأيك*, and negotiating and making arrangements *أن ساعدتني في البحث؛ سنحصل على درجة عالية*. They increasingly access information from local sources and the internet to explore perspectives and views on topics of interest to teenagers, such as leisure, entertainment and special occasions. Learners use different processing strategies and their knowledge of language, increasingly drawing on their understanding of text types, when conveying information in a range of texts. They produce personal, informative and persuasive texts, such as blogs, diary entries, emails, reports, articles and speeches, about their own social and cultural experiences at home, at school, and in Arabic-speaking communities in the Australian context. They examine a range of imaginative texts, such as Arabic legends, to analyse and give their opinions on themes, characters, events, messages and ideas *الفيلم غير واقعي*, and discuss and compare how elements of Arabic culture are represented. They use their imagination to create and perform songs, short plays and stories to entertain different audiences. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify expression and meaning.

Contexts of interaction

Learners work both collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use Arabic to interact with teachers, peers and local Arabic speakers, participating in authentic situations at home, at school and within the local community. The context of interactions extends beyond the home and classroom and involves participation in community events or celebrations. Additional opportunities for interaction are provided by purposeful and integrated use of information and communications technologies (ICT), for example, videoconferencing and e-learning.

Texts and resources

Learners read, view and interact with a broad range of texts and resources specifically designed for learning Arabic in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Arabic-speaking communities, such as films, literature, websites and magazines. They use a range of dictionaries and translation methods to support comprehension.

Features of Arabic language use

Learners use appropriate pronunciation, intonation, rhythm patterns and writing conventions to convey specific meaning in a range of texts. By building their vocabulary knowledge, learners are able to develop and express more complex concepts in Arabic. They use a range of grammatical forms and structures to convey relationships between people, places, events and ideas. They employ a variety of sentence structures, including grammatical elements such as adjective–noun agreement, dual forms of nouns and verbs, and irregular plural, imperative and auxiliary verbs to describe and compare people, actions and events, elaborate on ideas and opinions and enrich their understanding and use of language. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language, and how Arabic speakers use particular language and gestures to convey their feelings about and attitudes towards other people and ideas.

Level of support

The class will likely comprise background learners with a range of prior experience in studying Arabic. Learners are supported through multilevel and differentiated tasks. Consolidation of prior learning is balanced with the provision of new, engaging and challenging experiences. As they develop increasing autonomy as language learners and users, learners are supported to self-monitor and reflect on language use in response to their experiences in diverse contexts.

The role of English

The classroom is increasingly characterised by bilinguality, with Arabic being the principal language of communication. English may be used separately or in conjunction with Arabic to express ideas, personal views and experiences relating to communicating in Arabic and English in different contexts of interaction. Learners continue to develop a metalanguage for thinking and communicating about language, culture and their sense of identity from a bilingual perspective, and about the importance of maintaining their Arabic cultural heritage.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate and sustain interactions with others by expressing and exchanging opinions on topics of interest, and maintain relationships through apologising, inviting or praising
[Key concepts: experiences, attitudes, etiquette, respect; Key processes: speaking, writing, expressing, inviting, accepting and declining, explaining]

(ACLARC154)



- initiating conversations, including face-to-face and virtual conversations, by asking peers about personal interests, for example,

هل تحب المأكولات العربية؟ ما هو طعامك المفضل؟ أنا أيضاً أحب الوجبات السريعة ؛ هل تريد أن تأتي معي إلى مطعم الوجبات السريعة بعد المدرسة؟

أمي طبخة ماهرة؛ تعال إلى بيتنا يوم السبت؛ هل تحب الذهاب معنا إلى المنتزه/ الحديقة؟

أنا أسف؛ أمي لا تسمح لي. أعذرني ليس عندي وقت؛ سوف أسأل أبي. نعم؛ طبعاً؛ سوف أتصل بأبي أولاً.

ممتاز! هذا رائع!

- developing and sustaining conversations with peers, including online or virtual conversations, on topics of interest, such as sport, games and music, for example,

هل شاهدت أمس مباراة كرة القدم؟ برأيك من سيفوز بالكأس؟ من هو لاعبك المفضل؟ هل نزلت اللعبة الإلكترونية الجديدة إلى الأسواق؟ إنها لعبة مسلية.

هل تحبين الأغنية الجديدة؟

- exchanging information and opinions on a range of topics such as home, school, leisure and travelling, for example,

هل تحب المنطقة التي تسكن فيها؟ لماذا؟ منطقتي جميلة وشارع بيتي هادئ؛ أبي يريد أن يشتري بيتاً جديداً وأنا لا أريد أن أترك بيتنا؛ أنا أحب بيتنا كثيراً؛ أريد

ركوب الدراجة ولكن ليس عندي خوذة. ما رأيك بلعبة كرة القدم؟ أنا أحب القراءة كثيراً؛ وأنت؟

- expressing hopes and feelings, and describing personal plans for school holidays and the weekend, for example,

في عطلة نهاية الأسبوع أحب أن أذهب إلى البحر لأن الطقس سيكون حاراً؛

أتمنى أن نسافر إلى كوينزلاند في العطلة المدرسية. أنا سعيد لأننا سوف نسافر

في العطلة؛ في العطلة المدرسية سوف ألعب التنس كل يوم؛ يوم السبت القادم

سأذهب إلى السينما مع إخوتي؛ يوم الأحد القادم سأذهب إلى السوق مع أمي

لأشتري حذاءً جديداً للرياضة

- using communication strategies such as apologising, inviting and praising when interacting in social situations, for example,

عفواً؛ تفضل؛ أنت بنت ذكية

Take action in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and shared transactions

[Key concepts: negotiation, expressing preference, collaboration; Key processes: planning, discussing, agreeing/disagreeing, making decisions]

(ACLARC155)



- expressing preferences for plans, comparing and contrasting alternatives, and negotiating solutions, for example,

أفضل من ...؛ الأفضل...؛ الأحسن...

أفضل ان نشترى هذه اللعبة لأنها حديثة؛ لا أتفق معكم على الذهاب إلى السينما في المساء؛ ماذا لو نذهب في عطلة المدرسة؟ في المساء تكون السينما مزدحمة أما أثناء النهار فتكون هادئة. سأتصل بك في عطلة نهاية الأسبوع لأنّ ذلك أفضل من أيام الأسبوع

- collaborating with others in online or real settings to plan events, such as arranging a day out or a birthday party, and making shared decisions, such as negotiating how much to spend on presents, or a budget for a day out, for example,

هل تحب أن نذهب إلى البولنغ يوم السبت؟ أبي سوف يأخذني إلى هناك الساعة العاشرة صباحاً؛ هناك نلتقي؛ نلتقي بعد المدرسة؛ حفل عيد ميلاد قيس يوم الأحد. سأتي لأخذك معي إلى بيته. الحفلة ستبدأ الساعة السادسة

- responding to invitations in print, digital or online formats by accepting or declining and providing reasons for non-attendance, for example,

شكراً جزيلاً على الدعوة؛ سأحضر الحفلة؛ آسف لا أقدر أن آتي إلى السينما لأن أُمي لا تسمح لي. أنا مدعوة لحفل زواج ابن عمتي ولا أستطيع أن آتي معكم إلى البولنغ.

- asking for others' opinions on group weekend plans, and resolving disagreements by providing alternative suggestions, for example,

يا سمير؛ هل قررت أن تأتي معنا إلى السينما يوم السبت؟ لا تقلق كل شيء سوف يكون على ما يرام؛ الغالبية منا تفضل الذهاب إلى البولنغ؛ لذا من العدل أن تقبل يا هادي قرار الأغلبية؛ ماذا لو شاهدنا عرضاً مسرحياً؟ ربما عرضاً غنائياً؟ يا سلمى أنا أعرف أنك تحبين الموسيقى؛ لذلك تعالي نحجز تذكرة عرض "الأميرة النائمة" الموسيقي. ما رأيك؟

Engage in classroom interactions and exchanges, clarifying meaning, and describing and explaining actions and responses

[Key concepts: opinion, perspective, mindful learning, exchange; Key processes: describing, explaining, clarifying, expressing]

(ACLARC156)



- exchanging ideas and suggestions with peers, for example,
ماذا تقترح يا سامي؟ أعطنا رأيك؛ كيف يمكن أن ننظم الأدوار بيننا؟ ما رأيكم؟
- clarifying meaning of common expressions by giving examples, such as
أعني أن كل واحد منا يكتب صفحة؛ أقصد أنا وهناء نبحث عن الصور؛ وعادل ووفاء وسمر يكتبون المقاطع؛ مثلاً؛ مثل؛ على سبيل المثال
- contributing to class discussions by expressing opinions, using reflective language, for example,
لو كان لدينا وقتاً أطول؛ لأضفنا موسيقى على البحث؛ كان الإمتحان صعباً وطويلاً؛ أصبحت القراءة في الصف مملة
- describing actions and responses and giving reasons, for example,
وضعتُ الصورة هنا لأنها صغيرة ومناسبة؛ فاتني القطار لأنني استيقظت متأخراً؛ أنا متعب اليوم لأنني نمت الساعة العاشرة ليلاً. إن ساعدتني في البحث؛ سنحصل على درجة عالية

Informing

Locate, interpret and compare information and ideas from a variety of texts relating to topics of interest such as leisure, entertainment and special occasions

[Key concepts: representation, community; Key processes: identifying, classifying, comparing, summarising, relating, understanding]

(ACLARC157)



Elaborations

- identifying context, purpose and audience in a range of texts in print, online or digital formats, such as articles, reports and documentaries
- gathering information independently and collaboratively about events or people and comparing how various sources, such as magazines, newspapers and websites, use language to convey meaning
- listening to, viewing and reading texts to extract elements that reflect different aspects of Arabic culture related to topics such as entertainment and special occasions, for example,
حفلات المطربين؛ البرامج الترفيهية؛ برامج المسابقات
الأعياد الدينية المختلفة وطرق الإحتفال بها؛ عيد الأم؛ عيد الأب؛ أعياد الميلاد الخاصة؛ مناسبات الخطوبة والزواج
الأفلام العربية الحديثة؛ البرامج النقدية الساخرة؛ البرامج الحوارية؛ البرامج الوثائقية

Present information to describe, compare and report on ideas and experiences in print, digital and multimodal formats selected to suit audience and purpose

[Key concepts: representation, experience, audience; Key processes: describing, summarising, comparing, reporting]

(ACLARC158)



- conveying information in texts such as notices and newspaper announcements to inform others about an issue of interest or an upcoming event, for example, إعلان هام؛ تحتفل الجالية العربية بعيد الأم في إحتفال كبير في الحديقة العامة يوم السبت القادم؛ الدكتورة ريم ستلقي محاضرة عن الشباب والمستقبل في الجامعة

- presenting views on topics related to personal experiences in texts such as blogs, emails and speeches, for particular purposes and audiences
- organising information and presenting it to an Arabic-speaking audience, for example, creating a visual presentation comparing cultural aspects of life at school and at home for young Arabic speakers or a video recording of a cooking demonstration for their classmates
- reporting on own and others' experiences, such as holiday trips or a school camp, in a text such as a digital presentation, and comparing own experiences with others', using expressions such as

بالنسبة لي، الرحلة كانت ممتعة بينما غالبية تلاميذ الصف شعروا بالملل؛ بالرغم من الساعات الطويلة التي قضيناها في الطريق؛ إلا أنني لم أشعر بالتعب لكن أصدقائي كانوا متعبين جداً

Creating

Compare ways in which people, places and experiences are represented in different imaginative texts, analysing ideas, themes and messages and contrasting them with own experiences

[Key concepts: representation, morality, context; Key processes: analysing, comparing, contextualising, explaining]

(ACLARC159)



Elaborations

- expressing personal opinions on ideas presented in various texts such as stories, films, songs or video clips, for example, الفيلم يشجع الشباب على الدراسة وهذا ممتاز؛ المقطع الغنائي جميل ومؤثر؛ الفيلم غير واقعي؛ يعرض الفيلم مشاكل الشباب مع الأهل؛ الأغنية جميلة فهي تعبر عن الصداقة
- stating and explaining personal preferences about characters, themes, ideas and events in texts, using expressions such as أفضل شخصية في الفيلم هي سميرة لأنها تعرف ما تريد؛ عادل شخصيته مؤثرة لأنها تمثل شخصية معظم الشباب العربي وتعرض مشاكلهم؛ أحداث القصة متسلسلة ومنطقية؛ الأب في المسلسل ليس مثاليًا أبداً؛ الأم أيضا دورها تقليدي
- analysing how people, places and experiences are represented in a variety of imaginative texts, such as extracts from a play or scenes from a film, and comparing how key messages and beliefs are communicated
- expressing and exchanging opinions on typical features, language use and cultural elements in contemporary songs, films or video clips from the Arabic-speaking world, and comparing them with similar texts from the English-speaking world

Create and present imaginative texts, including multimodal and digital texts, such as songs, poems, plays, stories or video clips, involving fictional characters, events and contexts, to entertain different audiences

[Key concepts: imagination, emotion, context, audience; Key processes: composing, performing, building context and character, entertaining]

(ACLARC160)



- creating cartoons, plays or short stories to share in class about an imagined experience in their own life or a dream for the future
- illustrating own imaginative stories in print, visual or digital formats, such as captioned photo stories
- composing and performing imaginative texts for the school community, through role-plays, raps and video clips, using expressive language and movement to illustrate meaning and to entertain
- creating modified versions of traditional Arabic stories and films, such as علاء الدين والمصباح السحري, by introducing new characters or contexts or alternative endings

Translating

Translate and interpret texts from Arabic into English and vice versa, compare own translations with others', discuss differences and possible reasons and alternatives, and make language choices that best convey equivalent meaning

[Key concepts: meaning, equivalence, choice; Key processes: interpreting, comparing, refining]

(ACLARC161)



Elaborations

- translating and interpreting texts from Arabic into English and vice versa, using print and online dictionaries, and translation tools or programs, and experimenting with interpreting unknown words or expressions, reflecting on challenges associated with transferring meaning from one language to another
- comparing own and others' translations of the same text, commenting on differences and similarities between versions and considering possible reasons for these
- translating and interpreting texts, using print and online dictionaries, and translation tools or programs, identifying culturally specific vocabulary, for example, عفواً سلامتك, ألف مبروك الحمد لله على السلامة, and expressions, such as نشكر الرب, and discussing the translation process relating to choice of words that best reflect the meaning, equivalence and contextual appropriateness
- paraphrasing English words or expressions that have no specific equivalent in Arabic, such as 'mufti day' or 'fundraiser', and annotating them in order to convey their intended meaning



Create bilingual texts on particular themes or events in different modes, including multimodal and digital modes, such as menus, brochures, cartoons or video clips, explaining culture-specific words and expressions, for example, by using captions and descriptions

[Key concepts: language, culture, meaning; Key processes: selecting, relating interculturally, designing]

(ACLARC162)



- creating bilingual subtitles, captions or commentaries for texts, such as brochures in print and digital formats, digital presentations or digital video clips, that inform the school community about aspects of culture in the Arabic-speaking world
- producing bilingual texts in both Arabic and English about community events, such as promoting a concert or an interview with a celebrity on a community radio station, in print or multimedia formats, for example, posters or advertisements
- designing menus or programs for Arabic-themed events, with key items and information in Arabic and explanatory notes in English
- creating a short film about social interactions among different speakers of Arabic, explaining cultural elements that may vary in different parts of the Arabic-speaking world and which may be unfamiliar to English-speaking viewers

Reflecting	Elaborations
<p>Reflect on cultural differences between Arabic and English communicative styles, and discuss how and why they modify language for different cultural perspectives</p> <p>[Key concepts: communication, cultural perspectives; Key processes: reflecting, discussing, connecting]</p> <p>(ACLARC163)</p> 	<ul style="list-style-type: none"> discussing cultural cues in communication that suggest differences in traditions, ideas or values, for example, التحية المتكررة مثلاً: كيف حالك وكيف العائلة؟ ؛ التعابير الدينية مثل: إن شاء الله؛ إن شاء الرب وعشنا reflecting on the influence of Arabic culture on their own communication style, for example, using gestures, words or expressions with particular cultural significance in Arabic, such as kissing your own right hand, then raising your eyes and your right hand to express thanks, and discussing whether they modify their communication style when interacting in English comparing choices of language and behaviours when communicating in Arabic and English, explaining the modifications they make and why, for example, when addressing older people with titles such as عم (عمو)؛ خالة؛ (طنت) considering own and others' responses and reactions in Arabic–English intercultural exchanges and discussing reasons for different interpretations of meaning, for example, an Arabic-speaking man stroking his moustache in connection with an oath or promise indicates sincerity, while raising the right hand when swearing an oath is used in the Australian context
<p>Reflect on how and why being a speaker of Arabic contributes to their sense of identity and is an important part of their Arabic cultural heritage</p> <p>[Key concepts: cultural heritage, identity; Key processes: reflecting, explaining]</p> <p>(ACLARC164)</p> 	<ul style="list-style-type: none"> discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as 'Arabic' or 'Lebanese'/'Egyptian'/'Iraqi', and recognising that identity includes culture as well as language reflecting on the role of language in expressing identity, considering when, with whom and why different languages are used, and reflecting on whether their own identity changes when they use different languages expressing to others how Arabic is part of their identity, reflecting on when, how and why they use Arabic sharing views of what their Arabic culture 'is', discussing what elements of culture they accept or reject, and exploring how culture relates to language, identity and experience, using statements such as 'My culture is ...', 'Culture can ...'
Understanding	
Systems of language	Elaborations

Understand and apply rules of intonation and pronunciation in spoken texts, and apply writing conventions with increased accuracy in written texts

[Key concepts: writing conventions, pronunciation, sounds;

Key processes: selecting, speaking, writing]

(ACLARU165)



- understanding that Arabic sentences can be separated by commas and that a paragraph may only have one full stop at the end
 - understanding that the marks used in the Arabic script such as التنوين، الشدة، المدة influence pronunciation and meaning in words and sentences, for example، أمل /أمال، دعوة/دعوى
 - using the rhythms of the Arabic language, including intonation, tone and stress, to increase fluency and enhance expression
 - applying spacing rules between words and using their knowledge of writing conventions to expand on ideas when writing short texts
 - making choices in relation to the use of punctuation such as (؛) and adjusting the flow of ideas by enhancing text cohesion and expression
-

Understand and use grammatical forms and structures, such as adjective–noun agreement, adverbial phrases (time, place and manner), and irregular plural, imperative and auxiliary verbs, to expand on spoken and written ideas

[Key concepts: grammar, accuracy; Key processes: elaborating, speaking, writing]

(ACLARU166)



- using سوف in addition to the present tense to express future plans, for example,
سوف أدخل إلى الجامعة بعد الثانوية العامة؛ سوف أشتري سيارة بعد الإمتحانات
- understanding and describing current, recurring and future actions, using auxiliary verbs, for example,
ما زال أبي يعمل في المطار؛ ما زالت أختي تدرس الطب
- using the conditional mood as a formulaic expression, for example,
لو نجحت في الأمتحان هذا العام فسوف يشتري لي أبي لعبة إلكترونية جديدة
- understanding and using the conjunction (بينما) to compare people or actions, and enhance expression, for example,
رياضة السباحة ممتعة ومفيدة خاصة هنا في أستراليا؛ بينما لعبة كرة القدم شعبية أكثر
- referring to a date of an event, such as a birthdate, and noticing that names of months vary in different regions of the Arabic-speaking world, for example,
الخامس من إبريل 1999؛ العاشر من نيسان ٢٠٠١
- using ordinal numbers to sequence ideas in oral interactions and written texts, for example,
أولاً؛ ثانياً؛ ثالثاً؛ أخيراً
- using interrogative words and expressions, such as هل، لم، to ask questions and make requests, for example,
لم تأخرت اليوم وأنت عندك إمتحان؟ هل فهمت ما قلت لك؟ رجاءً؛ أحضر البحث غداً لأنك لم تقدمه أمس؛ من فضلك هل تستطيع أن تقول لي كيف أذهب إلى البنك؟
- expanding their knowledge of noun–adjective agreement through understanding and applying the irregular plural form, for example,
بيت/بيوت كبيرة كرسى/كراسي جديدة؛ كتاب/كتب قيمة؛ يوم/أيام جميلة؛ تلميذ/تلاميذ مجتهدون؛ معلمون ملتزمون
- using specific structures relating to expressions of praise, encouragement and persuasion, for example,
ممتاز! أحسنت! عمل رائع؛ هيا واصل عملك أنت شخص ذكي؛ أكمل الصورة وقدمها للعرض؛ لا تتكاسل واصل الركض؛ إعرض كتاباتك على الصحيفة المحلية؛ أنت كاتب بارع
- using expressions such as الأكبر من؛ الأكبر to indicate preference and compare, for example,
هذا اللاعب أكبر من اللاعب القديم؛ إن مدرستنا فيها أدوات حديثة أكثر من المدارس الأخرى؛ بيتنا هو الأجد في المنطقة؛ سيارة أبي أقدم سيارة رأيتها في حياتي
- expressing opinions and feelings using expressions such as

أشعر بالسعادة عندما أسافر إلى المناطق الريفية في أستراليا؛ أعتقد أن أستراليا أجمل دولة في العالم

- using conjunctions such as **بِالرَّغْمِ مِنْ** to show differences and contrasts in ideas, for example,
بِالرَّغْمِ مِنْ أَنَّ الشَّمْسَ ساطعة إلا أَنَّ الطقس بارد؛ بالرَّغْمِ مِنْ نجاحي في الإمتحان لم يشتر لي أبي اللعبة الإلكترونية

Expand understanding of how the structure and language features of personal, informative and imaginative Arabic texts suit diverse audiences, contexts and purposes
[Key concept: textual conventions; Key processes: comparing, examining]

(ACLARU167)



- applying knowledge of texts and their purpose, and predicting the meaning of unfamiliar words and phrases
- analysing the language features and text structure of different samples of a particular type of text, including digital and online texts, such as a diary entry or a blog, to identify how ideas, representations and reflections are presented
- comparing the use of language features such as imagery and exaggeration in a range of imaginative texts, and discussing how these features are used to convey meaning to and entertain the audience
- examining how the structures and features of a variety of informative texts, including online and digital texts, such as reports and articles, reflect the intended purpose and how the choice of vocabulary reflects ideas and perspectives
- explaining linguistic choices made to vary texts according to their intended audience and degree of formality, for example, changing from Modern Standard Arabic to colloquial Arabic to indicate changes in relationship between participants or degree of (in)formality

Language variation and change

Elaborations

Explain how elements of communication and choice of language and register vary according to the cultural context and situation

[Key concepts: body language, expression, negotiation, choice; Key processes: reflecting, selecting, connecting]

(ACLARU168)



- understanding how particular gestures and body language used by various Arabic speakers, such as eye contact and the use of personal space, reflect feelings and attitudes towards other people and towards ideas
- recognising that different situations require different levels of politeness depending on the context and speaker, for example, a gift from parents to a teacher may be seen as a polite gesture in some Arabic cultures but as inappropriate in the Australian school context, while declaring an opposing opinion on a current issue may be acceptable in the Australian context but viewed as being disrespectful in some Arabic cultures
- identifying and reflecting on how emotions and attitudes, such as respect or embarrassment, and personal views are reflected in the choice of language in various social settings, such as public forums and school contexts
- identifying and comparing the features of language that distinguish the purpose for which it is used, for example
فعل الأمر مع واو الجماعة في الخطبة: هيا شاركوا في المهرجان العربي الحافل؛ استخدام "يا ليت؛ يا ليتني" في التعقيب على الأحداث في مدونة شخصية
- comparing informal classroom discussions of a current event or issue with news and current-affairs programs, and analysing differences

Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts

[Key concepts: globalisation, technology, dynamic systems; Key processes: researching, explaining, reflecting]

(ACLARU169)



- investigating and describing the influence of globalisation and new technologies such as the internet on Arabic as a dynamic language
- exploring the power and function of Arabic regional dialects in digital and social media
- researching and reporting on the influence of Arabic language and culture in the local and broader Australian community, for example, the food industry (Lebanese restaurants and bakeries), the entertainment industry and the media (the Arab Film Festival, SBS Arabic radio and television, Arabic films) and education (Arabic bilingual schools)
- reflecting on changes in their own use of the Arabic language, identifying new terms and behaviours that they have adopted into their everyday language in response to changes in technology and social media

Role of language and culture

Elaborations

Understand and reflect on language choices made in everyday communication in order to express ideas and perspectives that relate to cultural elements

[Key concepts: cultural expression, representation; Key processes: analysing, selecting, reflecting]

(ACLARU170)



- identifying and discussing how values or attitudes are differently reflected in Arabic and English, for example, attitudes to being on time reflected in language such as لا تستعجل؛ لن تهرب الحفلة؛ لا تهتم يوجد وقت كثير and social interactions such as expressing thanks or appreciation more or less directly, or attitudes to making an apology
- considering how differences between ways of using language reflect cultural influences, for example, العبارات التي نقال في المناسبات: ألف مبروك؛ عتي للمنة عام؛ بالأفراح والمسرات؛ زواج مبارك
- examining how and why language and cultural practices are interconnected, for example, by identifying religious origins or connotations associated with places such as كربلاء؛ مكة الكرمة؛ أورشلیم المقدسة؛ دير الزور

Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Arabic to initiate and sustain classroom interactions with others, to exchange views, for example, السباحة رياضة ممتعة؛ أعتقد أن السفر مفيد جدا , and express feelings such as أشعر بالفرح؛ بالسعادة عندما أَلعب رياضت , the trqim/walf and the iml and the qawad al ttrif; fawasl and nqf f nhayat al jml . They use language conventions, such as vocabulary and sentence structures to apologise (for example, أنا آسف؛ أعتذر عن , invite (for example, أرجو أن , and offer praise, for example, ... رأيت أن ... أعتقد أن . They clarify meaning, explain actions and responses, and complete transactions by negotiating, making arrangements and solving problems, for example, ماذا لو أكملنا البحث مع؟؛ هل تريد أن أساعدك؟ , سوف . They apply pronunciation and rhythm patterns in spoken Arabic to a range of sentence types. They locate, interpret and compare information and ideas on topics of interest from a range of written, spoken and multimodal texts, and convey information and ideas in a range of formats selected to suit audience and purpose. They express opinions on the ways in which characters and events are represented in imaginative texts, and explain ideas, themes and messages, for example, ... في القصة؛ هيام أذكى من عير ؛ في النص الأول... بينما في النص الثاني . Students create texts with imagined places, events, people and experiences in a range of forms to entertain different audiences. They use grammatical forms and features such as adjective–noun agreement for example, الشاب الوسيم/الشابة الجميلة , adverbial phrases to indicate time, place and manner for example, في منتصف الطريق , and irregular, plural, imperative and auxiliary verbs for example, to elaborate their oral and written communication. They translate texts from Arabic into English and vice versa, and compare own translations with others', explaining differences and possible reasons and alternatives. They make language choices that best reflect meaning to create bilingual texts, identifying and using words and expressions that carry specific cultural meaning. Students explain how and why they adjust their language use according to different cultural contexts, and how being a speaker of Arabic contributes to their own sense of identity.

Students apply their knowledge of writing conventions, such as punctuation, to convey specific meaning in a range of texts, for example, الفواصل وعلامات الإستفهام والاستنكار والتعجب والجمل المبينة . They analyse the structure and linguistic features of a range of personal, informative and imaginative texts and explain how these features are influenced by the context, audience and purpose. Students explain how and why changes to social settings affect verbal and non-verbal forms of communication. They explain the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts. They explain how language choices they make reflect cultural ideas, assumptions and perspectives, for example, العبارات الشعبية؛ مصطلحات ذات دلالة دينية؛ العناوين الذكورية مثل رئيس للمذكر والمؤنث .

Years 9 and 10

The nature of the learners

At this level, students bring to their learning existing knowledge of Arabic language and culture and a range of strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and sustainability issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Arabic in these.

Arabic language learning and use

Learners are immersed in Arabic language, initiating and engaging in discussions and debates on topics of interest, and responding to enquiries. They reflect on the cultural and linguistic appropriateness of their language use in interactions and make necessary adjustments. They engage in an increasing range of interactions with others, seeking and giving advice لأنك تحب , and justifying their ideas and opinions discussing future plans and aspirations discussing future plans and aspirations لأنك تحب , and justifying their ideas and opinions لأنك تحب . They access and evaluate information about places, events, people, experiences and cultures from diverse sources, and convey perspectives and views on topical issues such as friends, family and relationships, social issues, youth culture, community matters and the natural and built environments, making connections with their own ideas and experiences. Learners produce a range of texts, such as informative, narrative, descriptive, procedural or persuasive texts, for a variety of contexts, audiences and purposes. They use their imagination to create and present texts, such as stories, plays, poems and speeches, and to express ideas, attitudes and values through different characters, events, settings and techniques. They develop translating and interpreting techniques and intercultural awareness in order to mediate between languages and cultures. Through their engagement with diverse texts and resources, students explore how cultural practices, concepts, values and beliefs are embedded in texts and how language choices shape and reflect perspectives and meaning.

Contexts of interaction

Learners interact with peers, the teacher and other Arabic speakers both locally and globally through a variety of means and modes of communication, including digital, online, collaborative performances and group discussions. The context of interaction extends beyond the classroom and involves investigating and reporting on issues in the local community and transacting with local Arabic speakers to negotiate services. These experiences provide learners with a sense of connectedness and purpose as Arabic and English speakers.

Texts and resources

Learners use diverse resources such as Arabic newspapers, magazines, documentaries, films, stories, songs, television programs, entertainment performances and web pages as references to assist them with discussions and research projects on Arabic language and culture. They explore a variety of text types, such as poems, articles, formal letters, interviews and speeches, and engage with a range of informative, historical or literary perspectives, views and arguments. Learners use a range of dictionaries and translation methods to support comprehension, build vocabulary and elaborate on ideas.

Features of Arabic language use

Learners apply appropriate pronunciation, rhythm, stress and tone and a variety of language features and complex sentence structures to enhance their spoken and written communication. They apply complex grammatical structures, such as indirect object pronouns and passive voice, to express their ideas objectively in texts such as articles and speeches, for example, لا تهتم . They expand on their views and opinions by using persuasive language, such as the subjunctive and imperative moods (لا تنسوا! شاهدوا الفيلم الاسطوري) and use cohesive devices to link and sequence ideas and information, for example, في البداية أود أن أحدثكم عن يوم النظافة. They analyse and explain how and why language use varies according to cultural contexts, relationships and purposes, and develop the language of reflection in Arabic.

Level of support

Support at this level of learning includes rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system, with opportunities for learners to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes, for example, through portfolios, peer review or e-journaling.

The role of English

Arabic is predominantly used as the medium for classroom interaction and content delivery. English is used only when necessary to allow for further reflection on and discussion or explanation of more demanding concepts, particularly when making connections between language and culture. Learners explore how language influences cultural experiences and ways of thinking and of viewing the world. They examine their own personal and cultural identity and reflect on the nature of intercultural exchanges in which they are involved. They question the assumptions that Arabic and English speakers bring to interactions, and discuss ways to increase mutual understanding. They view their bilingualism and biculturalism as an asset for themselves and for Australia.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate, sustain and extend interactions with others through seeking and giving advice, and discussing future plans, aspirations, relationships and social issues

[Key concepts: relationships, education, community, social issues; Key processes: advising, explaining, persuading, commenting, justifying]

(ACLARC171)




- sustaining interactions by asking for and providing specific information and elaborating on ideas, for example,
ماذا تعني بهذا؟ قلت بأنك تحب السفر؛ إلى أين تريد أن تسافر؟ ما معنى...؟
- extending on others' responses by providing suggestions and giving advice, for example,
بما أنك تحب الرياضة؛ أنصحك بالسباحة لأنها مفيدة جداً؛ لماذا لا تقرأ هذا الكتاب؟ جرب هذا القلم الجديد. ضع الصورة هنا؛ هذا مكان مناسب لها
- sharing ideas and making suggestions relating to own and others' experiences and aspirations, for example,
أنا أيضاً مثلك أحب السباحة؛ أُمي أيضاً لا تسمح لي باللعب على الحاسوب أيام الأسبوع؛ إن أردت سأرسل لك رسالة إلكترونية فيها كل المعلومات؛ أتمنى أن ألتحق بفريق التنس؛ أتمنى أن أتعلم الموسيقى
- participating in discussions, via online and virtual forums, relating to relationships and social issues such as youth employment, smoking and poverty, using reasoning and justification, for example,
لا يستطيع الشباب العمل بدوام جزئي لأن واجبات المدرسة كثيرة؛ التدخين مضر بالصحة فهو يسبب الكثير من الأمراض الخطيرة؛ يزداد الفقر في المجتمع ويجب على الجميع أن يحاربه

Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks, transactions and problem-solving, managing different views and perspectives

[Key concepts: roles, perspectives, responsibility; Key processes: commenting, selecting, evaluating]

(ACLARC172)



- planning and negotiating collaboratively in scenarios related to travelling or living in an Arabic-speaking country, such as using transport, eating out or visiting tourist attractions, for example,
عندما أصل إلى القاهرة سوف أستأجر سيارة لأصل إلى الفندق؛ أفضل وسيلة مواصلات هي سيارة الأجرة؛ سوف أسافر إلى المناطق الريفية في القطر؛ في لبنان الأطعمة لذيذة لذلك سأذهب إلى مطاعم مختلفة؛ أحب المأكولات العربية الشعبية. سوف أزور جميع المناطق الأثرية في الأردن
- making complaints and recommendations and seeking solutions, for example,
أعترض على طريقة معاملة الزبائن؛ الفندق بحاجة إلى منظفين أكثر؛ الطعام كان بارداً ولم أقدر أن أكله؛ أسعار الثياب عالية جداً
- organising an event such as a youth meeting through social media to raise awareness of environmental or ethical issues

- contributing opinions using online and digital forms of communication such as emails, school chat forums and community websites to discuss various social issues such as youth employment opportunities or issues related to freedom and equality, for example,
أصبح وجود فرص للعمل مستحيلاً؛ إنها كارثة إنسانية؛ إنها عار على مجتمعنا؛ مساواة جميع المواطنين حق إنساني؛ حرية الإنسان في التعبير خط أحمر

Engage in language learning tasks and experiences,
discussing and justifying ideas and opinions
[Key concepts: interconnection across concepts and actions,
mindful learning; Key processes: discussing, connecting,
justifying]

(ACLARC173)



- expressing and justifying own opinion in class discussions and debates, for example,
أتفق معك جداً؛ أوافقك الرأي؛ أنا أحترم رأيك كثيراً
لا أتفق معك في رأيك. لا أوافقك الرأي
- eliciting, reflecting on and responding to others' opinions, for example,
ما رأيك في هذه الجملة؟ هل تتفق معي؟ هل توافقتني على كلامي؟ وأنت يا سعيد؛
ماذا تعتقد؟ سميرة؛ ما رأيك في الموضوع؟
كلامك صحيح مئة بالمئة؛ أنت على حق في قولك هذا صحيح!
أعتقد أن كلامك ليس صحيحاً؛ أنت لست دقيقاً في كلامك؛ مع احترامي لشخصك؛
أرى أن كلامك ليس منطقياً. أسفة رأيك غير مقنع
- making connections between ideas and consequences, and cause and effect, for example,
وصلت إلى المدرسة متأخراً لأن سيارة أُمي تعطلت في الطريق؛ لم أكمل الدرس
أمس لأن بيتنا كان مليئاً بالزوار؛ لم أكمل واجب العلوم لأنني لم أفهم السؤال
إن سبب صعوبة الإمتحان هي الأسئلة الأخيرة؛ المعلمة لم تشرح الدرس جيداً؛
عاقبني الأستاذ في الفرصة لأنني تأخرت عن الصف؛ اتصلت المعلمة بأُمي
لأنني أتكلم كثيراً في الصف ولا أستمع لشرحها
- praising, complimenting and encouraging peers when discussing ideas, for example,
ممتاز! رائع! فكرة هائلة! واصل مجهودك. هذه فكرة عبقرية! أنت ذكي جداً!
فكرتك مذهلة

Informing

Elaborations

Locate, analyse, interpret and evaluate information from online and digital sources on issues of interest to young people, making connections with own experiences and considering various perspectives

[Key concepts: representation, perspective, private and public world; Key processes: summarising, interpreting, evaluating, connecting, relating]

(ACLARC174)



- understanding main ideas and evaluating information from texts such as articles, reports, charts, diagrams and news items, on topics such as environmental sustainability, world sports, and youth culture, for example,

السخرية من وضع معين؛ التنديد بفعل معين؛ تزكية فكرة ما من خلال العبارات اللغوية والصور والتنسيق العام للتقرير



- distinguishing between fact and opinion in texts such as articles and reports in print and digital form, using critical literacy skills to recognise bias by evaluating textual purpose used, for example,

التحيز لفكر ما؛ المبالغة؛ إن جميع الشباب متهور؛ هذا جيل غير مسؤول

الحيادية تجاه الأفكار المؤيدة والمعارضة؛ هناك بعض الشباب المتهور؛ إن غالبية الشباب غير مسؤول

- analysing and interpreting information collected from various sources, including digital or online sources, such as concept maps, charts and tables, by summarising, sequencing and prioritising, considering audience, purpose and context and drawing personal conclusions, for example,

من الواضح أن...؛ في الخاتمة...؛ هذا يؤدي إلى...؛ خلاصة الكلام...؛ في النهاية

...

- using information obtained from a range of sources in order to debate issues of interest, such as the generation gap, teenage issues, immigration or parents' expectations, using persuasive and evaluative language, making connections with own experiences and considering different perspectives, for example,

الهوة بين الأهل والأبناء كبيرة وعميقة دون شك؛ يجب على الأهل مساعدة أبنائهم في مرحلة المراهقة؛ أليس كذلك؟ نحن بحاجة إلى تغيير الفكر؛ علينا أن ننظر إلى المسألة بحكمة؛ يجب علينا جميعاً أن ندعم الشباب في إختياراتهم

Construct and present texts in varied styles and formats to convey own and others' perspectives on ideas and information for different contexts, audiences and purposes
[Key concepts: audience, purpose, media, perspectives; Key processes: constructing, persuading, comparing, evaluating, connecting]

(ACLARC175)



- producing texts in oral, written and multimodal formats, such as blogs, print and online articles and oral presentations, to convey own ideas and interpretations of various texts for different contexts, audiences and purposes
- conveying information relating to community matters in texts such as posters, brochures and web pages, for example, a brochure promoting a holiday destination, a poster for a doctor's surgery encouraging healthy eating, or a web page reviewing a new Arabic film
- persuading others to express their opinions or think seriously about a particular issue of interest in texts such as blogs, using language expressions such as
لنفكر بجديّة؛ هل يُعقل أن...؟ لم لا؟ أليس هذا معقولاً؟ هذا خبرٌ في منتهى الغرابة!
لا بد وأن نأخذ موقفاً واضحاً؛ علينا جميعاً أن نشارك في هذا الإعتراض؛ هيا
نكتب رسالة لصاحب المحطة
- evaluating and reporting on a contemporary social, ethical or environmental sustainability issue using a range of presentation techniques, for example, flow charts, PowerPoint presentations or video clips



Creating

Explore a range of imaginative texts, analysing themes, values and techniques, and discussing how aspects of language and culture help create particular effects
[Key concepts: culture, emotion, values, style; Key processes: analysing, discussing, interpreting, evaluating]

(ACLARC176)



Elaborations

- listening to, reading and viewing a range of imaginative texts, including digital, online or multimodal texts, such as short stories, films and poetry, identifying technical aspects and analysing elements of language that convey emotions and values
- reading texts such as poems and short stories, analysing the main messages the author wishes to convey and discussing the values presented in the texts and connecting them to their own experiences
- analysing and evaluating the lyrics of contemporary Arabic songs, identifying themes, messages and cultural aspects expressed through language
- discussing how texts such as short films or video clips portray social issues such as relationships, wealth and poverty and cultural change, and values such as honesty and equality

Create and present imaginative texts to express ideas, attitudes and values through characters, events and settings for a range of audiences, contexts and purposes

[Key concepts: imagination, creativity, morality; Key processes: composing, engaging, projecting, presenting]

(ACLARC177)



- creating various types of imaginative texts, such as songs, stories or video clips for video-sharing websites, to convey messages that reflect own perspectives on Arabic values and practices such as traditional filial piety or the value of education in modern society
- creating imaginative texts in print, digital or online formats, such as short stories, video clips or plays, and building characters, themes and settings to entertain a specific audience, such as younger learners of Arabic
- composing and presenting imaginative poems and songs that relate to significant celebrations or events in both Australia and the Arabic-speaking world, for example, الأعياد الوطنية؛ عيد المعلم؛ العيد الوطني الأسترالي؛ عيد شهداء الأندلس

- creating reflective and critical texts such as diaries, blogs and articles to express own opinions on imaginative texts such as films, stories or poems, using expressions such as

يا إلهي كم كان الفيلم مملاً؛ دور الأم في الفيلم كان قاسياً جداً؛ لم أستمتع بقراءة القصة أبداً؛ لقد كانت أحداثها غير منطقية؛ قافية القصيدة جيدة لكن تعابيرها متكررة

Translating

Translate and interpret texts from Arabic into English and vice versa for different audiences and contexts, and reflect on how cultural values, attitudes and perspectives are represented in each language

[Key concepts: audience, context, perspective, values; Key processes: reflecting, interpreting, comparing, analysing]

(ACLARC178)



Elaborations

- translating texts such as advertisements and letters from Arabic into English and vice versa, with the assistance of print, electronic and online translators, identifying cultural elements and reflecting on how they are encoded in common words and expressions, for example,

هيا أسر عوا؛ لا تدعوا الفرصة تفوتكم؛ إنها رحلة العمر؛ صديقتي الغالية على قلبي؛ سلام حار أرسل لك من أستراليا؛ أشواقى وقلباتى لك ولجميع أفراد العائلة؛ ودمت لصديقتك ...

- reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems, songs and video clips, identifying and explaining words and phrases that require particular elaboration or explanation, for example,

والله ولي التوفيق؛ رافقتك السلامة؛ على ما يرام؛

- experimenting with interpreting and translating popular Arabic expressions, proverbs or idioms, and reflecting on the social and cultural values that may be embedded in them, for example,

الجار قبل الدار؛ من جد وجد ومن زرع حصد؛ في الثأني السلامة وفي العجلة الندامة؛ الوقاية خير من العلاج

- analysing existing translations of texts, such as subtitled short films, making comparisons with own translations and reflecting on why versions may vary

Create bilingual texts that reflect aspects of culture for Arabic-speaking and English-speaking audiences in the school and wider community, for example, pamphlets, travel brochures or road directories

[Key concepts: representation, cultural literacy; Key processes: interpreting, referencing, relating interculturally]

(ACLARC179)



- considering how to maintain the integrity of original texts when translating into Arabic or English, for example, explaining culture-specific concepts relating to Arabic-speaking communities, such as التحيات والسلامات والسؤال عن الأهل والأقارب, or to the Australian context, such as 'the bush' or 'the outback', and representing original ideas and meanings bilingually
- producing bilingual texts, such as video clips with subtitles, explaining cultural practices in Australia for Arabic-speaking viewers, for example, bushwalking, Anzac Day commemorations
- producing digital and online texts in both Arabic and English, such as brochures and leaflets, for different contexts, purposes and audiences, such as Arabic-speaking students studying in Australia, Arabic-speaking tourists, or Australian schools hosting Arabic-speaking visitors, and reflecting on the process of working in both languages
- creating captions or commentaries in Arabic and English to accompany texts such as song lyrics, video clips, film extracts or parts of a television program, exchanging and comparing bilingual texts with peers using online forums and discussing the best ways of achieving consistency in meaning

Reflecting

Reflect on how meanings vary according to cultural assumptions that Arabic and English speakers bring to interactions, and take responsibility for contributing to mutual understanding

[Key concepts: cultural assumptions, judgement; Key processes: reflecting, relating interculturally]

(ACLARC180)



Elaborations

- considering how being bilingual offers additional ways of interpreting the world and representing experience
- challenging cultural assumptions and offering different perspectives to new cultural contexts or situations, for example, the idea that all Arabic-speaking people dress the same or eat the same food, many Arabic speakers speak more than two languages, every Middle Eastern country has its cultural uniqueness
- identifying moments of embarrassment or communication breakdown in own intercultural interactions, exploring reasons for these and suggesting adjustments that could be made to enhance mutual understanding, for example, explaining to a non-Arabic speaker that exposing the sole of your foot/shoe to a person's face would be considered extremely bad manners and interpreted as a grievous insult
- discussing elements of successful intercultural communication, for example, attentive listening and objectivity when discussing social issues, and understanding that mediating and negotiating differences in perspective can prevent and resolve interpersonal problems and conflicts

Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving
[Key concepts: perception, identity, communication; Key processes: discussing, evaluating, reflecting]

(ACLARC181)



- composing a cultural identity profile to exchange with non-Arabic speakers, making decisions about what points of information will be of most interest to others
- reflecting on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures, noticing differences in the way they communicate, think and behave in different contexts
- exploring how individual ways of communicating, thinking and behaving reflect and help to shape their own cultural identity, for example, why an Arabic-Australian teenager who speaks English better than they do Arabic and is more familiar with the Australian cultural context may view themselves as more Australian than Arabic
- comparing and contrasting an Arabic and an Australian experience, such as الإحتفالات العائلية
- considering how their own and others' identity may shift according to the place and time

Understanding

Systems of language

Understand how rules of Arabic pronunciation, including patterns of stress and rules of pause, and writing conventions enhance meaning and aesthetic effect
[Key concepts: fluency, complexity, appropriateness; Key processes: applying, analysing, synthesising]

(ACLARU182)



Elaborations

- understanding that certain sounds in Arabic words can be dropped from pronunciation, such as the t sound in السماء البنت مريضة؛ الشمس مشرقة and tashkeel in صافية
- understanding that sentences can contain one or more verbs and can be joined with و or other cohesive devices
- recognising the need for a pause or change of tone in complex sentences with embedded clauses, for example, كنت مع صديقي عماد؛ صديقي من المدرسة؛ عندما شاهدنا الحادث الأليم
- applying understanding of how tone can convey emotions and shade meaning, such as distinguishing between colloquial or formal language, for example, حقاً؟ يا إلهي! معقولة؟ تعال إلى هنا حالا
- reflecting on the role of pronunciation, rhythm, word stress and intonation in effective communication, and applying this knowledge to own interactions
- using knowledge of Arabic pronunciation and spelling rules when engaging with authentic spoken and written texts
- evaluating own spelling and pronunciation in relation to their understanding and expression

Analyse how the use of grammatical elements such as indirect object, passive voice, dual form, verb tense and word order impact on tone, speech level and formality, and on meaning-making

[Key concepts: register, grammatical systems, meaning; Key processes: analysing, explaining, manipulating, applying]

(ACLARU183)



- understanding that Arabic uses the dual form of nouns, verbs and adjectives, in both masculine and feminine forms, for example, هذان كتابان؛ الوردتان جميلتان، أنتما تلعبان؛ هذان كتابان؛ الوردتان جميلتان، أنتما تلعبان
- understanding the importance of vocalisation on the subject word and the object word and analysing how this affects the meaning of the sentence, for example, كلمت الأم البنّت؛ كلمت الأم البنّت
- manipulating interrogative verb forms to ask a range of questions, for example, قل لي لم لم تتصل بي؟ اتصلت بك عدة مرات ولم ترد عليّ أخبرني ماذا تريد أن تصبح في المستقبل؟ إشرح لي أسباب عدم قبولك دعوتي لحفل عيد ميلادي. ألسنا أصدقاء؟
- understanding and applying indirect object pronouns and passive voice to express ideas objectively in texts such as articles and speeches, for example, مُنِعَ الكتاب بسبب أفكاره الجريئة؛ خُصَصَ وقت بعد المدرسة لتعليم اللغة العربية
- using cohesive devices to sequence ideas, for example, في البداية أود أن أحدثكم عن يوم النظافة العالمي؛ وبعد ذلك سأشرح لكم طرق المشاركة في هذا اليوم؛ ثم سأريكم بعض الصور وختاماً سأخذكُم في جولة قصيرة حول الحديقة العامة
- extending use of negative forms, for example, لم أحب أبداً مشاهدة الأفلام القديمة التي تشاهدها أمي لأنها لا تناقش أموراً عصريّة؛ ليس كل ما تقرأونه في الكتب صحيحاً ولا ما تشاهدونه على التلفاز حقيقةً
- using إلا to express exceptions, for example, جميع أصدقائي يلعبون رياضة ما خلال الأسبوع إلا أنا
- using comparative and superlative forms of adjectives to describe people and objects, for example, صديقتي هناء هي أجمل فتاة رأيتها في حياتي؛ فهي أحسن صديقة؛ وأكثر واحدة تحب مساعدة الآخرين؛ إنها أيضاً أمهر طبّاخة والأفضل في كل شيء
- understanding how to use exaggeration and emphasis for effect, for example, ألف مبروك على رخصة القيادة؛ أنا أفكر بك دائماً؛ قلت للمرة المليون بأنني لم اسمع جرس المحمول لأردّ عليك
- developing metalanguage to discuss grammatical features and to explain how word order, tenses and moods, adjectives and adverbs can be used to enhance meaning and expand expression
- using imperative verb tenses to persuade, encourage and advise others, for example, شاركوا في الرّدّ على الموقع الإلكتروني؛ لا تنسوا شاهدوا الفيلم الأسطوري؛ سيعجبكم جداً؛ هيا تشددوا وحاولوا أن تكملوا البحث بجدارة؛ إتصلوا على الرقم المذكور في الإعلان

- using subjunctive mood to express doubt, uncertainty or emotion, for example,
قد يكون كلامك صحيحاً ولكنني لست متأكداً منه؛ ربما تقبل أمي أن أذهب معك
إلى الحفل لست متأكدة
- creating compound and complex sentences by using embedded clauses, for example,
أحب القراءة كثيراً بالرغم من أن الكثير من الناس لا يحبون أن يقرأوا بل
يفضلون مشاهدة التلفاز ؛ لا أعرف لماذا أصدقائي والذين أصولهم عربية؛ لا
يحبون الأغاني العربية!

Understand the relationship between purpose, audience, context, linguistic features, and the textual and cultural elements associated with different types of texts, such as persuasive, argumentative and expository texts
[Key concepts: perspective, purpose, audience; Key processes: analysing, correlating, discussing, explaining]

(ACLARU184)



- analysing how language choices help achieve particular purposes and effects in particular types of texts, such as descriptive language in documentaries; reflective language in personal blogs, diary or journal entries, including digital diaries; and persuasive language in advertisements and speeches
- analysing a range of expository texts such as news reports and feature articles, identifying language features and any elements of bias or objectivity
- discussing and evaluating how language is used to express ideas and justify opinions in texts such as debates or segments of a talk show on topical issues of interest to teenagers
- identifying and discussing the use of diacritics in texts for decorative purposes such as book titles, letter heads and nameplates
- examining a range of spoken and written texts, discussing similarities and differences in and connections between context, purpose and audience, and what the texts reveal about social relationships and processes, for example, reflections of status, authority, or concepts of respect and politeness

Language variation and change

Analyse and explain how variations in Arabic language use relate to roles, relationships and the context of interactions, and consider how and why these would differ from interactions in English or other languages represented in the classroom

[Key concepts: genre, variation, intercultural literacy; Key processes: analysing, explaining, reflecting]

(ACLARU185)



Elaborations

- investigating the nature and use of the Arabic language in different contexts of interaction, for example, by asking Arabic-speaking students in Australia when, with whom and for what purpose they use Arabic or English, and reflecting on similarities and differences in interactions in both languages
- reflecting on how various Arabic speakers' views on social or cultural roles and relationships are reflected in texts such as traditional sayings, idioms, proverbs, poetry and song lyrics
- comparing a variety of texts relating to interactions in different Arabic-speaking regions, and analysing how aspects of the language used in varying social contexts reflect certain values and world views

Reflect on the dynamic nature of language, relating it to constantly changing environments and cultural conditions such as contact with other languages and cultures and changing circumstances in local and global contexts
[Key concepts: communication, influence, power of language, changing environment; Key processes: investigating, examining, analysing, explaining, reflecting]

(ACLARU186)



- recognising that language changes over time, for example, by viewing classical and contemporary Arabic films and comparing how certain ideas and concepts are differently represented through the language used
- examining how English is influencing and modifying Arabic language use in particular settings, for example, in the entertainment industry, such as in films and television programs; in online contexts; and in language used to express global concepts such as الديمقراطية؛ الليبرالية
- considering how moving between Modern Standard Arabic and regional dialects reflects personal, social and political histories and changing contexts

Role of language and culture

Explore how language both shapes and reflects thoughts and world views and encourages action and reaction, and is shaped by community and individual cultural experiences
[Key concepts: cultural experience, thought, behaviour; Key processes: discussing, reflecting, expressing opinions]

(ACLARU187)



Elaborations

- recognising the importance of learning and maintaining Arabic and other languages in order to access the cultural understanding, values, beliefs and mindsets of others
- reflecting on personal encounters with cultural practices that have impacted on own ways of thinking and reacting and have helped to shape their attitudes to and views of the world around them, and discussing ways to increase intercultural understanding
- discussing and reflecting on how language use, such as persuasive, motivational or emotive language in texts, and in different forms of media, such as the internet, impacts on social behaviour, actions and reactions

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Arabic to initiate, sustain and extend formal and informal interactions with the teacher, peers and others in a range of settings. They use language spontaneously to respond to others, seek and give advice for example, *عندي أصدقاء كثير؛ علاقتي بعائلتي وطيدة؛ أحب معلمتي كثيرا لأنها...*, describe relationships for example, *كيف أستطيع أن...؛ أعتقد أ...*, discuss aspirations for example, *أريد أن أكون رائد فضاء*, and future plans (for example, *بيتتي القديم كان أجمل من بيتي الحالي*), compare experiences for example, *في المستقبل؛ أريد أن أسافر إلى أوروبا؛ عندما أكبر؛ أريد أن أدخل الجامعة*, and justify opinions for example, *(... لأن...؛ بسبب*) on social issues of interest to them. They listen to different views and perspectives when interacting with others, and take action, solve problems and contribute ideas, opinions and suggestions. They apply pronunciation rules and rhythm to complex sentences to enhance spoken interactions. They analyse, interpret and evaluate information on topical issues of interest to young people, making connections with their own experiences and considering various perspectives. They convey information and perspectives using different text types and modes of presentation to suit different contexts and audiences and to achieve different purposes. They share their response to different imaginative texts by analysing themes for example, *المشاعر التي يوججها* and values, and identify ways in which aspects of language and culture create particular effects, such as *الكناية والاستعارة*, techniques for example, *الفكرة الأساسية في النص؛ هدف النص؛ الموضوع*, and values, and identify ways in which aspects of language and culture create particular effects, such as *المشاعر التي يوججها* and values. Students create imaginative texts for a range of audiences, contexts and purposes, to express ideas, attitudes and values through characters, events and settings. When creating texts, they use a variety of grammatical elements to enhance meaning, such as indirect object, passive and active voice, negation for example, *ليس عندي وقت؛ لا يوجد وقت؛ لن أجد الوقت*, verb tense and word order for example, *في وقت من الأوقات؛ في*, and time and place clauses such as *في وقت من الأوقات؛ في*. Students translate and interpret texts from Arabic into English and vice versa and explain how cultural values, attitudes and perspectives are represented. They create a range of bilingual texts for a variety of purposes and audiences. They explain the relationship between language, culture and identity, question perceptions, and modify language and behaviours in intercultural interactions as appropriate.

Students apply their understanding of complex pronunciation rules and writing conventions, such as stress patterns and rules of pause, to enhance meaning and aesthetic effect. They analyse a range of persuasive, argumentative and expository texts and explain the relationship between context, purpose, audience, linguistic features, and textual and cultural elements such as *التحية*. They explain how and why variations in Arabic language use relate to roles, relationships and contexts of interaction. Students analyse the ways in which languages change in response to changing environments. They explain how language use reflects thoughts and world views and is shaped by cultural experiences.

The Australian Curriculum Languages - Arabic Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students who enter the background language learner pathway in Arabic in Year 7 may have strong connections to Arabic language and culture through family and community and varying degrees of oracy in Arabic. Their textual knowledge developed through English literacy supports the development of literacy in Arabic. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Arabic language learning and use

Learners use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They interact in class routines and activities, expressing their ideas and feelings (أحب جدي كثيراً), exchanging opinions (هذا الواجب صعب؛ الإمتحان طويل) and managing shared tasks (أولاً؛ نختار أفراد الفريق؛ ثانياً نوزع الأدوار). They listen to, read and view a range of texts and create spoken and written texts to present ideas and information to a variety of audiences in different contexts. Learners work both collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They explore and discuss themes, characters and events in Arabic folk tales, fables and films, and plan, draft and present imaginative texts, such as stories, plays, cartoons and comics. They make cross-curricular connections and explore intercultural perspectives and experiences through interaction with an increasing range of Arabic speakers.

Contexts of interaction

Learners come to the classroom understanding and using Arabic within the world of their experience, which is likely to be the home and community domains. At this level, possible contexts of interaction could include the world of learning, for example, discussing the shift from primary to secondary school, the concepts of home and friendship, family, shared events and leisure activities. Learners contextualise and use their background language and culture as much as possible while socialising and exchanging information. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. This will not necessarily be characterised by the fluent use of Arabic, but rather by the way they use their background knowledge of Arabic language and culture in communication. Interactions are authentic in relating to the world of teenage experience, and performance based. Additional opportunities for interaction are provided through purposeful and integrated use of information and communications technologies (ICT), for example, videoconferencing and online activities such as e-learning.

Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They also use authentic materials such as blogs, newsletters, advertisements, magazines, video clips and apps. Their knowledge is extended through exploration of Arabic texts on the internet, and audiovisual materials, cultural performances, and community events and activities, such as the Arabic Film Festival. As background language learners, they are also likely to engage with bilingual, subtitled and captioned texts.

Features of Arabic language use

Learners understand and use features of the Arabic sound and writing systems, and make connections between spoken and written texts. They use appropriate pronunciation and intonation when communicating and interacting in a range of contexts, and apply spelling rules when writing in Arabic script. They explore Arabic syntax and linguistic structures and begin to use metalanguage by identifying grammatical terms. They apply elements of Arabic grammar to the production of texts, such as articles, nouns, adjectives, personal pronouns, verb tenses, conjunctions, adverbs, statements, negation and questions, to describe people, actions and events (أستيقظ في الصباح), discuss preferences (أحب طعام أمي؛ لا أحب الأكل السريع), expand on expression (في الطريق إلى المدرسة), and link ideas and information (أو؛ أيضاً؛ كذلك). They understand ways in which the English language works as a system and how English is similar to and different from Arabic. They discuss the influence of other languages and cultures on Arabic language, and recognise variations in language use across Arabic-speaking countries, regions and communities. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine ways in which people, issues and circumstances are represented.

Level of support

Learners have varying degrees of Arabic oracy and literacy competence and are supported through multilevel and differentiated tasks. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, structured activities for practising new language, and the use of gesture and movement. Students are supported to develop autonomy as language learners and users, and to self-monitor and adjust their language use in response to their experience in diverse contexts. Opportunities to review and consolidate are an important component of learning at this level.

The role of English

Arabic is the main language of instruction and interaction. Arabic and English may be used when discussing concepts, functions and structures relating to language use, and when exchanging and comparing experiences in learning Arabic and English. English may be used for conceptually demanding explanations and discussions, particularly when making connections between Arabic and other languages and cultures and discussing how language and culture connect to make meaning. Learners are encouraged to reflect on how they interact in Arabic and English, and on their own sense of identity from a bilingual perspective.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Interact with peers and the teacher to exchange information about self, family and friends, routines, leisure activities, interests and special days, and express feelings, likes and dislikes

[Key concepts: personal world, leisure; Key processes: interacting, describing, socialising]

(ACLARC001)



- greeting the teacher and peers, and introducing themselves, family and friends, using formulaic expressions and appropriate body language, for example,

مرحباً؛ صباح الخير؛ كيف حالك/حالك؟؛ بخير شكراً

إسمي عادل؛ أنا مريم

هذا صديقي علي؛ هذه صديقتي ريم؛ هذا أبي وهذه أمي؛ اسم أخي رامي؛ عمري ست سنوات؛ عمر أخي سنة

- exchanging information about a range of topics, such as family, friends, routines, school and leisure activities, for example,

أنا طويل؛ أنا شاطر؛ بيتي صغير؛ غرفتي واسعة؛ صديقي علي ذكي؛ مدرستي كبيرة؛ معلمتي طيبة

أستيقظ باكراً؛ أكل الفطور؛ أليس ثيابي؛ أشاهد التلفاز؛ أكمل فروض المدرسة؛ أرتب سريري؛ أنظف غرفتي؛ أذهب كرة القدم؛ أذهب إلى المسجد

بعد المدرسة أذهب إلى النوم

يوم السبت أذهب للتنس مع أبي؛ في عطلة نهاية الأسبوع أذهب مع عائلتي إلى المطعم؛ أحضر حصة الموسيقى يوم الجمعة؛ أشعر بالسعادة في حصة الموسيقى؛ أحب العزف على البيانو كثيراً؛ أتعلم اللغة العربية يوم السبت صباحاً

- asking about and expressing likes and dislikes using simple language such as

من تحب في العائلة؟ ماذا تحب في المدرسة؟ هل تحب المدرسة؟ أحب جدتي كثيراً؛ لا أحب الرياضة في المدرسة

- asking and answering questions about personal experiences in relation to self, peers, friends and family members, for example,

أين ولدت؟ أي لغة تتكلم في البيت؟ ماذا يعمل أبوك؟ أين تذهب يوم السبت؟ من هي صديقتك؟ لماذا تحب جدتك؟ ماذا تفعل بعد المدرسة؟ أي رياضة تفضل؟

ولدت في العراق؛ أتكلم العربية في البيت؛ أحب الحلوى كثيراً؛ أحب أبي وأمي جداً؛ أبي يعمل في المستشفى؛ أمي طبيبة؛ أخي يدرس في المدرسة؛ أختي في الجامعة؛ يوم السبت أذهب إلى بيت جدتي؛ يوم الأحد أذهب إلى المطعم

- exchanging correspondence such as notes, invitations or birthday cards in print or digital form, for example,

هل تحب أن تأتي إلى حفل عيد ميلادي؟ سمير، أدعوك إلى بيتي يوم السبت؛ نعال نلعب معاً

عيد ميلاد سعيد؛ كل عام وأنت بخير؛ أتمنى لك عيداً سعيداً

- sharing experiences with family and friends in a variety of ways, for example, by recounting events such as special celebrations in conversations and through social media

ذهبت البارحة مع عائلتي إلى المتحف؛ شاهدت مع أخي فيلماً جديداً في السينما؛ كانت لعبة الركبي ممتعة؛ كانت الرحلة المدرسية إلى حديقة الحيوان ممتعة

Participate in collaborative planning, decision making and shared transactions, using different modes of communication
[Key concepts: collaborative learning, performance, presentation; Key processes: planning, listening, deciding, transacting]

(ACLARC002)



- making decisions about roles, using simple expressions such as
ماذا عن دور الأب؟ أنت لا تقدر ان تكتب كل القصة؛ أنا اكتب النصف الأول وأنت النصف الآخر؛ ليكن دوري المشتري وأنت دورك البائع؛ هل تحب أن تكون البائع؟
- planning, rehearsing and presenting a group activity for class or school relating to a familiar situation or event such as Mother's Day, using expressions such as
اليوم سوف نقدم لكم عرضاً عن عيد الأم؛ شكراً لاستماعكم؛ أنا كامل وهذه لدينا وهذا محمود؛ نرجو أن تستمتعوا بالعرض.
- making collaborative decisions and arrangements using expressions of counting, sequencing and organising ideas, for example,
أولاً نختار أفراد الفريق؛ ثانياً نوزع الأدوار؛ ثالثاً نعرض الأفكار؛ أخيراً نقوم بدورنا
في البداية أنا سوف أجمع الصور؛ وأنت تبحث عن المعلومات في الإنترنت وفي النهاية سنجمعها
- participating in transactions by asking for and providing information such as price, and requesting goods and services, for example,
ما سعر...؟ بكم هذه اللعبة؟ ما سعر كيلو البرتقال؟ بكم كيس الخبز؟ كيس الخبز بدولار ونصف؛ سعر كيلو التفاح ثلاثة دولارات
أحتاج مساعدة من فضلك؛ هل تستطيع أن تساعدني؟ أبحث عن خوذة لقيادة الدراجة أين أجدها؟ هل عندكم الفيلم الكارتوني الجديد؟

Interact in classroom routines and activities, developing language for a range of classroom functions and processes, such as following instructions, asking and answering questions, and requesting support by asking for repetition, permission and help

[Key concepts: roles, routines; Key processes: listening, responding, contributing]

(ACLARC003)



- participating in everyday classroom routines such as roll call, taking turns, giving and following classroom instructions, and asking questions and responding to the teacher and peers, for example,

نعم؛ أنا هنا؛ حاضر؛ ممكن أن أتكلم؟ ممكن أن أقول شيئاً؟

أكتب التاريخ هنا؛ أرسم خطأً على الورقة؛ أكتب العنوان فوق؛ إغلق الباب؛
أجلس في مكانك؛ افتح الدفتر؛

ضع الحقيبة على الأرض؛ ارفع يدك؛ إنتظر دورك متى يدق الجرس؟ كيف أكتب
...؟ ما معنى...؟

- making polite requests such as attracting attention and asking for help in classroom situations, requesting repetition, asking for and providing clarification, asking permission and responding appropriately, for example,

ممكن أن أتكلم؟ عندي فكرة رائعة!

ممكن أن تعيدي السؤال؟ لم أفهم السؤال؟ من فضلك أعد السؤال. ما معنى...؟

أين أضع الصورة؟ أين أكتب الجملة التالية؟ ماذا تقصد؟ أقصد ضع الصورة تحت
الكتابة. أكتب الجملة بجانب الصورة

هل يمكنني الذهاب إلى الحمام؟ هل يمكنني أن آخذ الكتاب؟ شكراً يا معلمة! مع
السلامة؛ إلى اللقاء

- responding to the teacher's questions, taking turns, praising and encouraging peers, and using formulaic expressions and interjections, for example,

لماذا تأخرت عن المدرسة؟ نمت كثيراً؛ أمتي تأخرت في البيت؛ توقفت سيارة أبي
في الطريق؛ أخي سبب لنا التأخير

- contributing to classroom activities, such as by developing classroom rules, expressing opinions on procedures and tasks, and giving advice and sharing ideas with peers, for example,

إستمع للمعلمة؛ إحترم الجميع؛ إنتظر دورك؛ إذهب إلى الحمام في الفرصة؛
أكمل كل دروسك في الصف؛ كن مؤدباً؛ لطيفاً؛ هادئاً؛ عادلاً؛ ودوداً؛ كوني هادئة؛
لطيفة؛ صادقة

هذا الواجب صعب؛ الإمتحان طويل؛ ما عندي وقت؛ لم تصح المعلمة إمتحان
الإملاء بعد؛ الأفضل أن نوضّح العنوان؛ هذا الخط أفضل من الآخر؛ أقترح
استعمال الألوان في الرسم

Informing

Elaborations

Listen to, read and view a range of spoken, written and multimodal texts; identify, sequence and classify key points of information such as details about people and events; and use the information in new ways

[Key concepts: information, text; Key processes: listening, reading, viewing, locating, transposing]

(ACLARC004)



- listening to and viewing texts such as stories, songs, notices or video clips and identifying key points of information, using intonation and visual cues such as gestures and facial expressions to assist understanding
- identifying letters, words and phrases in written Arabic, for example, titles, labels and captions
- participating in shared reading of print and digital texts such as short stories or other texts relating to familiar events and contexts, using pictures, intonation and contextual cues to predict meaning and identify key information
- locating and sequencing information used to describe people and events, for example,

البنت تدرس؛ الولد يساعد أمه؛ الأب ينظف الحديقة؛ في الصباح أمي تحضر
الطور؛ في المساء أبي ينظف السيارة

- responding to questions that elicit details such as colour, quantity and place about participants and objects, for example,

ما لون الفستان؟ لون الفستان أحمر؛ ما لون المقلمة؟ لون المقلمة أحمر

كم عدد الأقلام؟ كم كتاباً يوجد هنا؟ يوجد أربعة كتب

أين تعمل أمك؟ تعمل أمي في المستشفى؛ يدرس أخي في المدرسة

- classifying and categorising information gained from others, such as favourite foods and places to visit, for example,

سالم يحب التبولة؛ عادل يحب الدجاج؛ سعاد تفضل الخضار؛ علي يحب كرة
القدم؛ ماجد يفضل السباحة؛ رامي يفضل العزف على الغيتار

تحب البنات الموسيقى بينما الأولاد يحبون الرياضة

- listening to short spoken texts with unfamiliar language, and identifying specific details, for example, the name and number on a recorded voice message

مرحباً

إسمي سهام

أود التكلّم مع سامر بخصوص الإمتحان

أرجو الإتصال بي على الرقم 0456566777

- gathering information about other peers' activities through conducting interviews about weekend activities and selecting specific information to use in a short report

Convey and present ideas and information obtained from different sources relating to home, school, leisure and interests

[Key concepts: information, text, personal world; Key processes: presenting, conveying, reporting]

(ACLARC005)



- describing personal possessions and classroom items using simple sentences, for example,
حقيبتي كبيرة وثقيلة؛ صفي صغير وجميل؛ طاولة المعلمة غير مرتبة؛ النافذة في الصف مكسورة؛ عندنا لوح ذكي جديد في الصف؛ صديقي وليد يجلس معي
- reporting on information gathered from peers using simple structures such as
وليد لا يحب الرياضيات ولا القراءة؛ عند فادية أخ صغير في المدرسة؛ فاطمة تسكن في شقة؛ مازن يحب الديناصورات
- contributing to a class photo story, such as by writing or reading aloud captions to own photos and other aspects of personal information, for example,
هذه أنا عندما كان عمري أربع سنوات؛ كان شعري طويلاً؛ هذا مازن؛ كان يركب في الصباح؛ على حقيبتي صورة أميرة؛ هاني يحب أفلام الحركة؛ هذه أنا أكتب الحروف؛ هذا شادي يشاهد التلفاز؛ هذه عبير تشرب العصير
- using simple sentence structures, familiar vocabulary and supporting resources to describe immediate environment, family members and friends, and discussing relationships and personal information relating to own background and experiences, for example,
وليد عنده ثلاث أخوات وأخ صغير؛ يسكن وليد في منطقة ريفية في بيت كبير مع عائلته؛ جاء وليد من مصر عندما كان عمره أربع سنوات؛ يحب وليد بيته وعائلته كثيراً
- creating a class book, visual/digital display or collection related to a school excursion or camp
- presenting information in spoken or written form about own and peers' leisure activities, describing experiences and expressing feelings, for example,
ألعب كرة القدم جيداً؛ أسبح بمهارة؛ أقرأ بطلاقة؛ ألعب الألعاب الإلكترونية كثيراً؛ سميح يلعب التنس
عندما أعزف الموسيقى أشعر بالفرح؛ بالحزن؛ بالملل؛ بالنشاط؛ بالسعادة؛ أحب الرسم

Creating

Elaborations

Participate in imaginative experience by listening to, viewing and reading texts, such as songs, cartoons, folk tales and other stories, and sharing opinions, ideas and responses relating to characters, settings and events

[Key concepts: imagination, plot, tradition, character, message; Key processes: identifying, relating, describing]

(ACLARC006)



- participating in shared reading of imaginative texts, sharing opinions and responding to questions
- responding to imaginative texts such as stories, rhymes and songs through play-acting, or using illustrations, captions and movement, or miming favourite characters
- listening to, reading and viewing a range of texts in print, digital and oral formats, and participating in guided discussion, for example, by responding to questions about characters, ideas and events
- discussing imaginative texts and making short statements about aspects such as characters, settings or events
- listening to and viewing imaginative texts such as folk tales and fables and sharing opinions or feelings about them using expressions such as

أحبّ قصة علاء الدين لأنها مسلية؛ قصة علاء الدين مملّة لأنها قديمة

- describing characters, events or contexts in different types of imaginative texts such as films and cartoons, and listing words or expressions associated with a character's personality and explaining how they can relate to them, for example,

أنا أحبّ دور الولد في الفيلم لأنه شقيّ مثلي؛ البنت غيورة جداً؛ الأب في الفيلم حنون مثل أبي

- comparing favourite characters or events in imaginative texts such as cartoons, stories or digital games using expressions such as

البنت في القصة أفضل من أخيها لأنها صديقة ولا تكذب؛ عادل صديق مخلص أكثر من سمير

Create and adapt texts with imaginary scenarios, characters and events, using modelled language and different modes of presentation

[Key concepts: imagination, genre, performance; Key processes: creating, experimenting, presenting]

(ACLARC007)



- creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, for example,

استيقظ سامر صباحاً؛ غسل وجهه؛ بعدها ذهب إلى...؛ في طريقه شاهد ... في النهاية عاد إلى ...

- creating and presenting own story in digital form based on imaginary scenarios, using familiar contexts and modelled language, for example,

في يوم من الأيام؛ كان هناك...؛ كان يوجد مرة..

- producing and presenting picture/digital books or short plays or animations that use familiar Arabic words and expressions
- creating and performing alternative versions or endings of known stories, using voice, rhythm and gestures to animate characters
- creating and performing alternative versions of known songs or raps by creating new lyrics and using new voices to convey mood
- composing, performing or filming texts for own and others' enjoyment and interest, for example, a description of an imaginary character or animal, a commercial for a new product, a short film, or a poster advertising an event

Translating

Elaborations

Translate and interpret short spoken and written texts, such as dialogues, speeches, labels, signs and messages, from Arabic into English and vice versa, using contextual cues and textual features, and recognising aspects that are similar or different in each language

[Key concepts: equivalence, difference, context; Key processes: translating, interpreting, comparing, explaining]

(ACLARC008)



- demonstrating and explaining hand gestures and facial expressions that can be used without language to convey meaning
- using a picture or digital dictionary to find the meanings of words and expressions used in class, comparing English and Arabic versions of each word
- comparing Arabic expressions used in everyday interactions such as greetings with equivalent English expressions, identifying differences and similarities that reflect cultural associations or nuances, for example, مرحباً؛ كيف حالك؟ السلام عليكم؛ سلام ونعمة؛ صباح الخير؛ صباح النور
- interpreting Arabic expressions in dialogues and speeches and discussing how these expressions reflect aspects of Arabic language and culture, for example, لا؛ حقاً؟ يا إلهي! كلامك عجيب! لا لا قل لي الحقيقة؛ صدقتي يا سامي!؛ مع السلامة؛ الله معك؛ الرب معك
- translating texts such as labels, public signs and messages from Arabic into English and vice versa to identify differences in elements of language structure and vocabulary use, for example, 'no parking', 'no dogs', 'no-smoking zone', 'insert card'
- creating Arabic versions of school signs, notices, timetables and class rules, and considering why some words and expressions require flexibility in translation, for example, 'the oval', 'the office', 'the canteen', 'out of bounds', 'no hat, no play'


Create bilingual texts such as posters, games and signs for the classroom and school community, making decisions about words and expressions that do not readily translate

[Key concepts: bilingualism, audience, meaning; Key processes: translating, reasoning, explaining]


(ACLARC009)



- creating a digital bilingual dictionary for classroom use
- making bilingual greeting cards for family celebrations such as Mother's Day, using greetings in Arabic alongside English ones, for example, عيد أم سعيد؛ عيد أم مبارك؛ كل عام وأنت بخير؛ كل عام وأنت بألف خير؛ دمت لي سالمة
- creating captions in Arabic and in English for a display of a class event or experience such as a sports day or school concert
- producing a parallel bilingual word list by relating known Arabic words or expressions to English equivalents and vice versa, noticing that direct translation is sometimes inappropriate
- designing bilingual texts such as posters or signs for class or school assembly performances, a sports carnival, displays or events
- creating parallel lists of informal Arabic and English expressions for own use in everyday interactions with friends and family, including expressions drawn from various Arabic dialects represented within the classroom, for example, 'see you later', 'no worries'
- composing bilingual texts such as a board game or an instruction manual for a game

Reflecting	Elaborations
<p>Reflect on personal responses and reactions during interactions in Arabic, recognising how interaction involves culture as well as language</p> <p>[Key concepts: intercultural exchange, language, culture, response; Key processes: identifying, reflecting, explaining]</p> <p>(ACLARC010)</p> 	<ul style="list-style-type: none"> discussing their own level of comfort with using particular gestures when interacting across cultures, for example, making or not making eye contact when communicating with older people, kissing on the cheek, and hugging or not hugging when greeting someone sharing with peers how it feels to use Arabic and English in different contexts, for example, at home, at school and in the Arabic-speaking community, reflecting on instances when these interactions have felt comfortable, awkward or difficult and explaining why this might be the case developing language to describe personal reactions to and feelings about intercultural experiences, for example, أشعر بالراحة عندما...؛ لا أشعر بالراحة عندما...؛ أشعر بالخجل حين...؛ أشعر بالحزن...؛ أشعر بالتعب... noticing how their Arabic/Lebanese/Egyptian/Iraqi culture influences their linguistic choices, for example, changing terms of address and level of formality depending on the context of interaction and the relationship between participants, such as the use of 'عم؛ خالة' or title plus first name, for example, سيدة هناء؛ عم كريم؛ إستاذ هاني, when addressing people formally discussing how language reflects cultural concepts and values, for example, the importance of seeking agreement and compromise as reflected in the way Arabic people express disagreement (بالرغم من إحترامي لك؛ (لا اتفق معك), the importance of respect as seen in the way Arabic people greet each other or when showing emotion by hugging and tapping on shoulders
<p>Reflect on own identity, including aspects that relate to personal observations, experiences and feelings, and recognise how elements of identity such as family background, school and interests impact on intercultural exchange</p> <p>[Key concepts: self, profile, identity; Key processes: recognising, relating, discussing]</p> <p>(ACLARC011)</p> 	<ul style="list-style-type: none"> mapping their own linguistic and cultural profiles, for example, by creating a timeline or web profile to highlight formative elements such as family languages, traditions and beliefs, key relationships and intercultural experiences identifying events, relationships and experiences that have contributed to building a personal and/or collective sense of identity, for example, مكان الولادة؛ جنسية الأهل؛ أسس القيم التي تربي عليها؛ المجموعات أو الفرق التي ينتمي إليها مثل فريق كرة القدم؛ فرقة الرقص؛ فريق التمثيل المدرسي؛ فريق المناظرات identifying aspects of personal identity such as age, gender and social status that are important when interacting in Arabic, for example, using the correct personal pronouns to address elderly people (أنت/أنت)، shaking or not shaking hands depending on gender, and the number of kisses on the cheek comparing cultural and intercultural experiences and language capabilities with peers, and exchanging views on the benefits of being bilingual

Understanding

Systems of language	Elaborations
<p>Understand features of the Arabic sound system, including intonation and pronunciation, and how these are represented in written form, and apply writing conventions to form letters, words and texts</p> <p>[Key concepts: alphabetical systems, writing conventions, sound and letter differentiation; Key processes: distinguishing, relating, applying]</p> <p>(ACLARU012)</p> 	<ul style="list-style-type: none"> exploring the Arabic alphabet and script, noticing that sounds differ in both systems, for example, ح؛ ط؛ ظ؛ ع؛ خ؛ ط؛ ع؛ غ؛ ص؛ ض؛ ق باب؛ خال؛ حال؛ هذا؛ هي؛ discriminating between simple vowels, for example, ت؛ ث؛ long vowels such as تو؛ تي؛ تاء؛ and consonant letters in a syllable block recognising that letters change form depending on their place in the word, for example, ج؛ حصان؛ محب؛ سامح؛ ي؛ يد؛ لين؛ سامي inferring from familiar sounds and contexts how to spell new words, for example, predicting how to spell هادي؛ فادي having learnt how to spell فادي؛ شادي noticing that vocalisation such as َ؛ ُ؛ ِ may change the function of the word depending on where it is placed, for example, كُتِبَ؛ كُتِبَ؛ لَعِبَ؛ لَعِبَ comparing the different ways to write the letter (أ), for example, أ؛ إ؛ ؤ؛ ة؛ ء؛ pronouncing words following basic pronunciation rules recognising the different ways of sounding the long vowel (إ), for example, نداء؛ ندَى؛ لَذَا؛ لَذَى؛ مَتَى؛ مَتَى (أ), for example, قراءة؛ مسؤول, recognising variations in forms of spoken Arabic associated with particular regions, such as the pronunciation of رز and ميكر in the Levant compared with سُكْر and رُز in other Arabic-speaking regions

Understand and use aspects of key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs, statements, negation and questions, and use vocabulary that relates to familiar environments and activities

[Key concepts: grammar, syntactic relationship; Key processes: understanding, applying, comparing]

(ACLARU013)



- learning frequently used words related to the home and school environment, for example,
بيت؛ عائلة؛ أب؛ أم؛ إخوة؛ معلمة؛ مدرسة؛ حصّة؛ صف؛ كتاب؛ دراسة؛
فرصة؛ وقت فراغ؛ أيام الأسبوع
- understanding the effect of word order in phrases and sentences, for example,
الجملة الفعلية: كتب الولد القصة؛ جاءت البنّت إلى المدرسة؛ يعمل أبي في المطار
- recognising the different parts of speech and categorising words into groups, for example, الاسم؛ الفعل؛ الصّفة؛ الحرف
- recognising definite and indefinite articles with nouns and knowing that nouns have a gender, for example, تلميذ/ التلميذ؛ مُعلّمة العلوم؛ المعلّمة
- understanding that adjectives have a gender and that they follow the noun and its gender, for example, الأب حنون؛ الأم جميلة؛ الكرسي كبير؛ الطاولة صغيرة
- describing aspects of own daily activities, using simple present tense verbs, for example, استيقظ في الصباح؛ تناول الفطور؛ استقلّ الباص؛ أدخل الصف؛ أكمل الواجب؛ أليس ثيابي
- understanding and using simple verbs to express likes and dislikes, for example, أحب طعام أمي؛ لا أحب الأكل السريع؛ أحب الرياضة ولا أحب الرسم
- using demonstrative pronouns to identify people, objects or animals, for example, هذا كتاب؛ هذه مسطرة
- using singular possessive pronouns, for example, بيتي؛ سريري؛ معلّمتي؛ غرفتك؛ كتابك؛ حقّبتّها؛ دفتره
- using singular personal pronouns, both masculine and feminine, with appropriate simple present tense verbs to describe aspects of home or school life, for example, تحبّ أمي العمل؛ هي نشيطة؛ يحبّ أبي الطبخ؛ هو ماهر
- understanding and responding to basic familiar instructions using imperatives, for example, افتح الباب؛ اجلس؛ في مكانك؛ لا تتكلم دون إذن؛ نظّف غرفتك؛ اكمل عمالك
- exploring the use of simple conjunctions such as أو؛ أيضاً؛ كذلك
- using adverbs of place and time to expand expression, for example,
بأكرأ؛ صباحاً؛ بعيداً؛ قريباً؛ شرقاً؛ غرباً
- understanding and using singular nouns and regular plural noun endings in masculine and feminine forms, for example, معلم/معلمون؛ معلّمة/معلّمات
- expressing negation in simple sentences, for example, لا أحب السفر؛ ليس لدي إخوة
- using a range of adjectives in singular form to describe appearance, feelings and personalities, for example,
أمي طويلة وأبي وسيم؛ صديقي سعيد ومعلّمتي حزينة؛ أخي طريف وأختي مزعجة
- using past tense verbs to recount events related to home and school contexts, for example,

قدمت فرضي للمعلمة؛ تأخرت عن الدرس؛ نمت متأخراً؛ نسيت كتيبي في البيت

- understanding and using simple question words in their interactions with peers, for example,
متى أتيت إلى البيت؟ من أعد لك الفطور؟ ماذا احضرت للغداء؟ كيف أتيت إلى المدرسة؟
- developing knowledge of cardinal and ordinal numbers to describe time and date, for example, (أذار) الساعة الواحدة،
ظهراً؛ اليوم السادس من إبريل (نيسان)/اليوم أربعة مارس
- applying rules of present tense verb conjugation when speaking to peers and the teacher, for example,
أنت تدرس كثيراً؛ أنت تلعبين مع غيري؛ أنتم تلاميذ مجتهدون
- building metalanguage to describe grammatical concepts and develop learning resources, for example, verb charts, vocabulary lists, and groups of pronouns, adverbs or adjectives

Identify the structure and textual features of a range of personal, informative and imaginative texts, and recognise how these contribute to meaning

[Key concepts: meaning, genre, structure; Key processes: identifying, sequencing, organising]

(ACLARU014)



- understanding that texts in Arabic can be short or long, spoken, written, digital, visual or multimodal, for example, labels, stories, signs, songs and captions
- understanding that texts have a purpose, for example, train timetables indicate the time the train arrives or departs the station, recounts describe past events and experiences, greeting cards convey feelings, and labels tell us information about an item
- recognising how elements of texts such as the title, layout and the size of the script all combine to make meaning
- identifying and comparing the features of different types of texts, observing similar patterns and identifying differences, for example, the opening and the signature of an email and a letter, a description in a recount and in a diary entry
- identifying the purpose, context and audience of a range of familiar texts, for example, songs, poems, short plays and video clips
- comparing texts on a common topic, for example, a print report, a television report and an internet announcement about an accident, and discussing how features of texts assist in making meaning
- describing key features of different types of texts and discussing audience and purpose, for example, a shopping list serves as a reminder to self to purchase particular items, while a permission note seeks permission to do or have something
- analysing how different types of texts in Arabic create specific effects through the use of different language features, for example, the use of superlatives in advertisements designed to persuade, or the use of repetition for emphasis in speeches

Language variation and change

Elaborations

Understand that spoken and written Arabic varies according to regions and countries, and according to context, situations and relationships

[Key concepts: variation, dialect, context; Key processes: identifying, distinguishing, relating, analysing]

(ACLARU015)



- recognising that forms of address and greetings may vary according to the time of day, gender, a person's background and the social status of the participants, for example,

مرحباً؛ أهلاً؛ صباح الخير / مساء الخير؛ سلام ونعمة؛ السلام عليكم ورحمة الله وبركاته؛ سلام الرب معك

سيد أمين؛ الأنسة هالة؛ الأستاذ فارس

- recognising that informal forms of address are commonly used and are accepted as the norm in various Arabic-speaking communities, for example,

عم جوزيف؛ عمّة سناء؛ خالة عبير؛ ست صباح؛ عم سليم

- identifying how they communicate with their family and friends and with people less close to them, noticing differences in word choice and language use and communicative behaviour
- explaining how their spoken language at home may differ from the language spoken in class, and recognising similarities and differences between various dialects represented within the classroom
- understanding that the Arabic language has a standard form called Al Fusha, اللغة العربية الفصحى, which is mainly used in writing, and a range of oral dialects that differ greatly from region to region, for example, regional dialects from Lebanon, Palestine, Morocco, Iraq, Egypt
- understanding how gestures and tone are used to change the meaning of speech, and how the purpose of interactions, such as to command or invite, would change the emphasis on words being used, for example,

زينب؛ تعالي! تعالي! يا زينب. ضع الكتاب على الطاولة؛ الكتاب؛ ضعه على الطاولة الآن!

Understand that the Arabic language has changed and continues to change through interaction with other languages and cultures

[Key concepts: change, language contact, intercultural contact; Key processes: observing, identifying, classifying]

(ACLARU016)



- recognising that Arabic has borrowed many words from English, for example, إنترنت; كومبيوتر; تلفاز, and English has borrowed words from Arabic, such as 'admiral', 'alcohol', 'algebra', 'coffee', 'genie', 'hazard' and 'sultan'
- recognising that Arabic as a language has experienced many changes over time and that classical Arabic is only used in ancient literature and religious texts
- understanding that Arabic, like all languages, is constantly expanding to include new words and expressions through interaction with other languages and cultures, for example, التواصل الاجتماعي; دردشة على الإنترنت,
- recognising that the Arabic alphabet has similarities with the Aramaic alphabet system (alpha being the first letter, and beta the second), and that the Arabic ordering system أ، ب، ج، د is based on the Aramaic alphabet
- recognising that many words in Arabic are borrowed from indigenous languages of the Arabic-speaking world such as Aramaic, for example, أب، رأس، دم، أخ، أخت، شمس، لسان، أنا، and that many colloquial words, for example, بوظة، دولاب، دولمة، بسطرمة, are borrowed from regional languages such as Persian and Turkish

Role of language and culture

Explore how language use reflects one's thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making

[Key concepts: perception, influence; Key processes: reflecting, discussing, questioning, making meaning]

(ACLARU017)



Elaborations

- exploring the meaning of 'culture', and understanding that it involves visible elements, such as ways of eating and behaving, and invisible aspects, such as how people live, what they value and how they think of themselves and others
- noticing similarities and differences between naming systems across languages represented in the classroom, and noticing that Arabic-speaking students may have names from other cultures and languages
- understanding that particular Australian-English terms and expressions have no equivalent in Arabic, for example, 'billabong' and 'the bush', and that terms such as 'the movies', 'footy' and 'backyard' reflect aspects of Australian lifestyles
- recognising and explaining to others the significance of some common Arabic cultural practices and events, such as offering visitors food and drink, for example, تفضل صحة وهنا؛ بالهناء والشفاء
- exploring the importance of music and traditional dance in some Arabic cultures as an expression of identity and emotions, for example, الدبكة الفلسطينية والعراقية؛ والرقص الفلكلوري
- exploring words or expressions commonly used in informal Australian interactions, and deciding how to interpret or explain them to young Arabic speakers, for example, 'mate', 'fair dinkum'

Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Arabic to exchange information about their personal worlds and to express feelings, likes and dislikes. They use formulaic language for a range of classroom functions and processes, such as asking and responding to questions, following instructions, requesting repetition and asking for permission and assistance, for example, متى أكملت البحث؟ من ساعدك في إكمال الواجب المدرسي؟ هل يمكن أن تعيد السؤال؟ لو سمحت؛ ممكن أن أستخدم الهاتف؟ من فضلك ممكن أن تساعدني في حمل صندوق الكتب؟. Students use rehearsed and some spontaneous language to engage in planning, transacting, making arrangements and negotiating. They apply features of pronunciation and rhythm in spoken Arabic to a range of sentence types. They locate, classify and sequence key points of information from a range of sources and communicate information and ideas related to home, school, leisure and interests using different modes of presentation. They share their responses to different imaginative texts by expressing feelings and ideas about the ways in which characters, settings and events are represented. Students use modelled language to create imaginative texts or alternative versions of texts they have listened to, read or viewed. They use key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs (for example, ال التعريف البيت؛ المدرسة؛ الدراسة؛ العائلة؛ المواد الدراسية؛ الهوايات كبير/كبيرة؛ طويل/طويلة؛ ممتع/ممتعة؛ مفيد/مفيدة؛ مدرستي كبيرة؛ عائلتي صغيرة؛ بيتي واسع؛ شارعنا ضيق؛ أنت؛ أنت؛ أنتم؛ هو؛ هي؛ هم؛ أذهب إلى المدرسة؛ نذهب إلى السينما؛ ذهبت إلى السينما؛ ذهبن إلى زيارة الأقارب و؛ أو؛ كذلك؛ أيضاً؛ لأنّ يومياً؛ غالباً؛ أحياناً؛ بكيت بشدة؛ تكلمت بحماس؛ إستيقضت متأخراً؛ وصلت إلى المسرح باكراً لا أستطيع أن أكمل البحث؛ لم أستطع أن أجيب على جميع أسئلة الإمتحان أين نتمرّن لكرة القدم؟). They apply writing conventions to written texts, such as متى تلعب الرياضة؟ ما هي مادتك المفضلة؟ كم شخص يوجد في عائلتك؟ إستخدام العنوان؛ الفقرات؛ الفواصل؛ أدوات الترقيم؛ التوقيع في خاتمة الرسالة. They use contextual cues and textual features to translate and interpret everyday texts from Arabic into English and vice versa, and identify similarities and differences in translation. They create texts in Arabic and English, identifying words and expressions that do not readily translate, such as باللهناء والشفاء؛ والله ولي التوفيق. They compare ways of communicating in Arabic and English and explain how their own biography influences their cultural identity and ways of communicating.

Students identify and apply the writing conventions of the Arabic alphabet and script, making connections between spoken and written Arabic in texts. They identify the structure and features of different personal, informative and imaginative texts and provide simple explanations as to how these elements contribute to meaning. They identify ways in which spoken Arabic varies according to regions and countries, and provide examples of how Arabic has changed over time due to influences from other languages and cultures. Students identify how written Arabic varies in style and in the use of formal and informal forms, for example, أنت/حضرتك/حضرتكم, according to context, situation and the relationship between participants. They identify ways in which language use reflects cultural ideas, thoughts and perceptions.

Years 9 and 10

The nature of the learners

Learners increasingly communicate in Arabic in everyday interactions and in domains beyond the home. They continue to be immersed in Arabic language and culture, making connections and comparisons with other languages and cultures. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They begin to consider their role as bilingual, intercultural communicators in the Australian context. They are considering future pathways and prospects, including how Arabic may feature in these.

Arabic language learning and use

This is a period of language exploration, vocabulary expansion, and experimentation with different modes of communication. Learners use Arabic to communicate and interact, exchange information, express and justify opinions (أريد ركوب العجلة ولكن ليس), and plan, negotiate and solve problems in shared tasks and transactions (ماذا لو نذهب في عطلة المدرسة؟). They access and evaluate information from a range of sources, and present ideas and views from a range of perspectives in different formats and contexts and for particular audiences. They use their imagination to create a range of texts, such as stories, plays and video clips, about past events and experiences and future possibilities, using a range of techniques to entertain different audiences. There is a balance between activities that focus on language forms and structures and those that emphasise communicative tasks and performance. Learners recognise that moving between Arabic and English involves interpretation and personal response as well as literal translation and factual reporting. Task characteristics and conditions at this level are more complex and challenging, providing opportunities for collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners discuss the relationship between language, culture and identity, exploring in more depth the concept of being bilingual and bicultural.

Contexts of interaction

Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts beyond the home. Contexts of interaction in Arabic move beyond the immediate world of teenage experience to more active participation in the local community, for example, by engaging in local community events or celebrations. Learners participate in discussions and presentations on topics of interest and on life experiences in different contexts and cultures, and view television programs, documentaries, music performances and films to further explore Arabic language and culture. Additional opportunities for interaction are provided by purposeful and integrated use of information and communications technologies (ICT), for example, videoconferencing and e-learning.

Texts and resources

Learners read, view and interact with a broad range of texts and resources specifically designed for learning Arabic in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Arabic-speaking communities, such as films, literature, websites and magazines. They use a range of dictionaries and translation methods to support comprehension, build vocabulary and elaborate on ideas.

Features of Arabic language use

Learners use appropriate pronunciation, rhythm and intonation in communication and interaction, and apply accurate spelling and punctuation in a range of written texts. They gain greater control of grammatical elements, such as word order, a range of tenses, conditional and subjunctive moods, embedded clauses, imperative forms, and vocative case, to elaborate on ideas and information relating to people and events (أخي يلعب كثيراً لكن أختي تدرس دائماً), discuss future plans and aspirations (سوف أذهب إلى), express doubt, uncertainty or emotion (ربما نذهب إلى السينما يوم السبت), and link and extend ideas and information (أخيراً). They analyse text more critically, identifying how language choices reflect perspectives and meaning in a range of texts, and developing their understanding of the relationship between context, purpose and audience. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, popular culture, migration and globalisation influence forms of communication.

Level of support

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. A range of resources is provided and processes modelled for the development of more autonomous self-monitoring and reflecting strategies, such as online journalling, video documenting and discussion forums. Continued focused attention on grammatical and textual features supports learners in the production of texts.

The role of English

The classroom is increasingly characterised by bilinguality, with Arabic being the principal language of communication. English continues to be used as the medium for substantive discussion, comparison, analysis and reflection, although learners at this level are able to discuss some abstract and complex views and ideas on language, culture and intercultural experience in Arabic. They explore the interrelationship between language, culture and identity, and reflect in more depth on the concept of being bilingual. They discuss the influence of Arabic and English on their ways of communicating, thinking and behaving, how living and moving between cultures has impacted on their own bilingual identity, and how successful communication requires flexibility, awareness and openness to alternative ways.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate and sustain interactions to develop relationships with peers and adults, exchanging ideas, opinions and feelings, comparing experiences and discussing future plans
[Key concepts: relationships, opinion, experiences, future;
Key processes: exchanging, comparing, discussing]

(ACLARC018)



- initiating and sustaining conversations on topics of interest by using expressions such as
هل تحب المأكولات العربية؟ ما هي أكلتك المفضلة؟ أنا أيضاً أحب الوجبات السريعة؛ هل تريد أن تأتي معي إلى الحديقة بعد المدرسة؟
أمي طبخة ماهرة. تعال إلى بيتنا يوم السبت. هل تحب الذهاب معنا إلى المنتزه/ الحديقة؟
أنا آسف؛ أمي لا تسمح لي. أعذر ليس لدي وقت؛ سوف أسأل أبي. نعم؛ طبعاً؛ سوف أتصل بأمي أولاً.
هل شاهدت مباراة كرة القدم أمس؟ برأيك من سيفوز بالكأس؟ من هو لاعب المفضل؟ هل نزلت اللعبة الإلكترونية إلى الأسواق؟ إنها لعبة ممتعة. هل أكملت واجب المدرسة؟ أحتاج إلى مساعدة؛ إن الواجب صعب
- exchanging information and opinions on a range of topics such as home, school, leisure and travelling, for example,
هل تحب المنطقة التي تسكن فيها؟ لماذا؟ منطقتي جميلة وشارع بيتي هادئ؛ أبي يريد أن يشتري بيتاً جديداً وأنا لا أريد أن أترك بيتنا؛ أنا أحب بيتنا كثيراً؛ أريد ركوب الدراجة ولكن ليس عندي خوذة. ما رأيك بلعبة كرة القدم؟ أنا أحب القراءة كثيراً؛ وأنت؟
- expressing wishes and feelings, and describing personal plans for school holidays or weekend, for example,
في عطلة نهاية الأسبوع أحب أن أذهب إلى البحر؛ لأن الطقس سيكون حاراً؛ أتمنى أن نسافر في العطلة المدرسية. أنا سعيد لأننا سوف نسافر في العطلة؛ في عطلة المدرسة سوف ألعب التنس كل يوم؛ يوم السبت القادم سأذهب إلى السينما مع إخوتي؛ يوم الأحد القادم سأذهب إلى السوق مع أمي لأشتري حذاءً جديداً للرياضة.
- elaborating on others' responses by providing suggestions and giving advice, for example,
بما أنك تحب الرياضة، أنصحك بالسباحة لأنها مفيدة جداً؛ لماذا لا تقرأ هذا الكتاب؟ جرب هذا القلم الجديد. ضع الصورة هنا؛ هذا مكان مناسب لها
- comparing own and others' experiences and future aspirations by sharing ideas and making suggestions, for example,
أنا أيضاً مثلك أحب السباحة؛ أمي أيضاً لا تسمح لي باللعب على الحاسوب أيام الأسبوع؛ إذا أردت سأرسل لك رسالة إلكترونية فيها كل شيء؛ أتمنى أن ألتحق بفريق التنس؛ أتمنى أن أتعلم الموسيقى

Participate in collaborative projects, providing ideas and suggestions, negotiating and justifying options, solving problems and completing transactions

[Key concepts: participation, contribution, prioritisation; Key processes: suggesting, justifying, discussing, negotiating, transacting]

(ACLARC019)



- expressing preferences for plans, comparing and contrasting alternatives using

أفضل من...؛ الأفضل...؛ الأحسن...

أفضل ان نشترى هذه اللعبة لأنها حديثة؛ لا أتفق معكم على الذهاب إلى السينما في المساء؛ ماذا لو نذهب في عطلة نهاية الأسبوع؟ في المساء تكون السينما مزدحمة أما أثناء النهار فتكون هادئة. سأتصل بك في عطلة نهاية الأسبوع؛ هذا أفضل من أيام الأسبوع.

- making suggestions, such as when arranging a day out or a birthday party, for example,

هل تحب أن نذهب إلى البولنغ يوم السبت؟ أبي سوف يوصلني إلى هناك الساعة العاشرة صباحاً؛ هناك نلتقي؛ نلتقي بعد المدرسة؛ حفل عيد ميلاد قيس يوم الأحد. سأني لأخذك معي إلى بيته. الحفلة ستبدأ الساعة السادسة

- responding to invitations by accepting or declining and providing explanations, for example,

شكراً جزيلاً على الدعوة؛ سأحضر الحفلة. أسف لا أقدر أن آتي إلى السينما لأن أمي لا تسمح. أنا مدعوة لحفل زواج ابن عمتي ولا أقدر أن آتي معكم إلى البولنغ

- collaborating with peers to organise class displays and events, such as an Arabic music day, and agreeing or disagreeing with suggestions, for example, أنت فكرة رائعة؛ عيقرى

- completing tasks involving authentic or simulated transactions, such as asking for, giving and following directions to real locations, for example,

كيف أذهب إلى محطة القطر؟ أين البنك؟ أرجوك أرشدني إلى المكتبة

- discussing problems, such as a disagreement with parents, sibling or classmate over having to share a room or computer, or a complaint about unsatisfactory goods or services, and suggesting solutions

Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding, elaborating on opinions and expressing agreement or disagreement
[Key concepts: discussion, opinion; Key processes: discussing, clarifying, expressing]

(ACLARC020)



- initiating and sustaining discussions by inviting peers to make suggestions, clarifying meaning and giving examples, expressing agreement or disagreement, and praising, complimenting and encouraging others and their ideas, for example,

ماذا نقترح؟ ما رأيك؛ سامي أعطنا رأيك؛ كيف يمكن أن ننظم الأدوار بيننا؟ ما رأيكم؟

أقصد أن كل واحد منا يكتب صفحة؛ قصدي؛ أنا وهؤلاء نبحث عن الصور؛ وعادل ووفاء وسمر يكتبون المقاطع

مثلاً؛ مثل؛ على سبيل المثال

أتفق معك جداً؛ اتفق على ما تقول؛ أنا أحترم رأيك كثيراً

لا أتفق معك إطلاقاً؛ لا أتفق معك في رأيك. أنا لا أوافقك الرأي

ممتاز! رائع! فكرة رائعة! واصل مجهودك. أنت ذكي جداً!

- expressing own opinions, and eliciting and reflecting on the opinions of others, for example,

لو كان لدينا وقتاً أطول؛ لوضعنا موسيقى في البحث؛ كان الإمتحان صعباً وطويلاً؛ أصبحت القراءة سهلة

ما رأيك في هذه الجملة؟ هل تتفق معي؟ هل توافقتني على كلامي؟ وأنت يا سعيد؛ ماذا تعتقد؟ سميرة؛ ما رأيك في الموضوع؟

كلامك صحيح مئة بالمئة؛ أنت على حق؛ كلامك ليس صحيحاً؛ أسفة لا أتفق معك

- explaining actions and responses, for example,

وضعت الصورة هنا لأنها صغيرة ومناسبة؛ تأخرت في الصباح كثيراً؛ أنا متعب اليوم لأنني نمت الساعة العاشرة ليلاً. إن ساعدتني في البحث، سنحصل على درجة عالية

- giving reasons and making connections between ideas and consequences, for example,

وصلت إلى المدرسة متأخراً لأن سيارتي أمتي تعطلت في الطريق؛ لم أكمل الدرس بالأمس لأن بيتنا كان مليئاً بالزوار؛ لم أكمل واجب العلوم لأنني لم أفهم السؤال

عاقبني الأستاذ في الفرصة لأنني تأخرت عن الصف؛ اتصلت المعلمة بأمي لأنني أتكلم كثيراً في الصف

Informing

Elaborations

Extract, organise and evaluate information and ideas from a range of texts, analysing meaning, gist and purpose
[Key concepts: meaning, purpose, audience; Key processes: extracting, organising, analysing]

(ACLARC021)



- identifying the context, purpose and target audience of texts such as advertisements, messages and announcements
- independently and collaboratively gathering information on events or people and comparing how various media sources, such as texts from magazines, newspapers and websites, use language to convey meaning
- using concept maps, charts and tables to organise, summarise and evaluate information from spoken, written and visual texts that reflect different aspects of Arabic culture related to topics such as entertainment and special occasions, for example,

حفلات المطربين؛ البرامج الترفيهية؛ برامج المسابقات

الأعياد الدينية المختلفة وطرق الإحتفال فيها؛ عيد الأم؛ عيد الأب؛ أعياد الميلاد الخاصة؛ مناسبات الخطوبة والزواج

- analysing and summarising information about famous personalities or a recent film or music hit from texts such as television programs, reports and documentaries, for example,
الأفلام العربية الحديثة؛ البرامج النقدية الساخرة؛ البرامج الحوارية؛ البرامج الوثائقية

- reading texts and extracting key points and ideas on an issue or topic, such as the weather or leisure activities for young people, and discussing information with peers using expressions such as

الطقس هذه الأيام بارد جداً؛ الصيف هذا العام سيكون حاراً

يحب الشباب رياضة كمال الأجسام ويذهبون إلى النادي الرياضي؛ تحب البنات رقص الزومبا؛ هل تحبين الرقص أيضاً؟

- analysing and comparing perspectives represented in spoken and written texts, for example,
الجريدة المحلية كتبت أن الأغاني العصرية تافهة ؛ ولكن الجميع يحبها

Convey ideas and viewpoints from a range of perspectives to various audiences in familiar contexts using different modes of presentation

[Key concepts: context, audience, perspective; Key processes: selecting, conveying, constructing, presenting]

(ACLARC022)



- informing others about an issue of interest and upcoming events in texts such as notices and newspaper announcements, for example,

إعلان هام؛ تحتفل الجالية العربية بعيد الأم في إحتفال كبير في الحديقة العامة يوم السبت القادم؛ الدكتورة ريم ستلقي محاضرة عن الشباب والمستقبل في الجامعة

- producing texts such as letters, emails and speeches to convey information and personal viewpoints on topics connected to personal experiences, for particular purposes and audiences
- organising information for an Arabic-speaking audience, for example, creating a presentation comparing different cultural perspectives on a particular topic or a video recording of a cooking demonstration
- reporting on own and others' experiences, such as holiday trips or school camp, and comparing own experiences with others' using expressions such as

بالنسبة لي الرحلة كانت ممتعة بينما أغلبية التلاميذ شعروا بالملل؛ بالرغم من الساعات الطويلة التي قضيناها في الطريق إلا أنني لم أشعر بالتعب لكن أصدقائي كانوا متعبين

- creating a video clip to present information or ideas to a particular audience, such as a virtual tour of the school or the neighbourhood for prospective students and their parents
- conveying information relating to significant events, people or places in different formats, such as a poster for a concert, a profile of a famous Arabic actor, or a digital guide to a place of interest
- creating a group presentation of ideas and words and expressions relating to aspects of lifestyle, for example,

الرياضة ضرورية للصحة؛ المأكولات السريعة وأضرارها؛ الألعاب الإلكترونية وتأثيرها السلبي على العائلة

Creating

Elaborations

Respond to imaginative texts such as poems and films, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences

[Key concepts: genre, theme, values, connection; Key processes: comparing, explaining, analysing]

(ACLARC023)



- responding to ideas presented in various texts, such as poems, films, songs or video clips, by expressing personal opinions, for example,
الشعر جميل ؛ القصيدة مؤثرة؛ الفيلم غير واقعي؛ يعرض الفيلم مشاكل الشباب مع الأهل؛ الأغنية تعبر عن الصداقة
- stating and explaining personal preferences about characters, attitudes and events in texts, using expressions such as
أفضل شخصية في الفيلم هي سميرة لأنها تعرف ما تريد؛ يحاول الفيلم تشجيع الشباب على الدراسة وهذا ممتاز
- analysing how people, places and experiences are described in imaginative texts, and comparing how key messages and beliefs are communicated in a variety of texts, such as fables
- exchanging opinions about typical features and expressive elements of contemporary songs, films or video clips from the Arabic-speaking world and comparing them equivalent texts in English-speaking contexts
- identifying emotional aspects of texts and analysing elements of language that convey emotions and values
- reading texts such as biographies and critically reflecting on others' experiences and relating them to their own
- analysing and evaluating lyrics of contemporary Arabic songs, identifying themes, messages and cultural aspects
- discussing how social issues, for example, relationships, wealth and poverty and change, and values, such as honesty, are portrayed in imaginative texts such as films, songs and poems

Create imaginative texts in multimodal forms, including digital, that draw on past experiences or future possibilities, experimenting with different techniques

[Key concepts: culture, narrative, creativity; Key processes: creating, imagining, entertaining, relating]

(ACLARC024)



- creating imaginative texts in multimodal forms that include illustrations, such as cartoons or captioned photo stories
- composing and performing or filming imaginative texts such as role-plays, raps and video clips, using expressive language and movement
- creating alternative versions of traditional Arabic stories and films by introducing new characters and contexts and alternative endings
- expressing imagined experiences in a range of texts such as poems and video clips that relate to significant celebrations or events in both Australia and the Arabic-speaking world, for example,
عيد الأم؛ عيد الأناذك؛ العيد الوطني الأسترالي ؛ الأعياد الدينية مثل عيد الميلاد وعيد القيامة وعيد الفطر وعيد الأضحى

Translating

Elaborations

Translate and interpret texts from Arabic into English and vice versa, compare own translations and interpretations with others' and discuss reasons for differences

[Key concepts: representation, perspectives, interpretation; Key processes: translating, interpreting, comparing, critical and cultural understanding]

(ACLARC025)



- translating existing texts and experimenting with unfamiliar words or expressions, reflecting on challenges associated with transferring meaning from one language to another
- comparing one another's translations of the same text, commenting on differences and similarities between versions and considering possible reasons for these
- translating texts, identifying culture-specific vocabulary and expressions, such as *والله ولي التوفيق؛ تقبل فائق الإحترام*, discussing strategies for choosing words that best reflect the intended meaning and context
- paraphrasing English words or expressions that have no specific equivalent in Arabic, such as 'mufti day' or 'fundraiser', and annotating them in order to convey their intended meaning
- reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems, songs and film clips, identifying words and phrases that require particular elaboration or explanation
- experimenting with interpreting in English popular expressions, proverbs or idioms in Arabic, and reflecting on the social and cultural values that may be embedded in them
- analysing existing translations of texts, such as film subtitles, comparing them with own translation, and reflecting on why translations may vary



Create bilingual texts for the wider community, such as notices, promotional material, instructions or announcements, interpreting cultural and linguistic aspects

[Key concepts: culture, interpretation, equivalence; Key processes: interpreting, composing, selecting, explaining]

(ACLARC026)



- creating subtitles, captions or commentaries for texts such as a brochure, slideshow presentation or video clip that informs the school community of aspects of different Arabic-speaking cultures
- producing texts in print or multimodal format in both Arabic and English relating to community events, such as a poster or advertisement to promote a concert, advertise an interview with a celebrity on a community radio station, or provide details of a debate on sustainability issues
- designing menus or programs for Arabic-themed events, with key items/information in Arabic and explanatory notes in English
- creating a short film of Arabic-language social interactions among different speakers of Arabic, providing English explanations of elements that may be different in different parts of the Arabic-speaking world and which may be unfamiliar to Australian viewers
- considering how to maintain the integrity of original texts when translating, for example, explaining culture-specific concepts such as 'the bush' or 'the outback', and representing ideas and meanings bilingually
- producing bilingual texts such as video clips with subtitles explaining Australian cultural practices for Arabic-speaking viewers, for example, bushwalking, Anzac Day commemorations, the Melbourne Cup

Reflecting	Elaborations
<p>Reflect on how conventions of speech and Arabic cultural concepts can influence own communication style when using both English and Arabic</p> <p>[Key concepts: cultural concept, norms, communication; Key processes: understanding, explaining, reflecting]</p> <p>(ACLARC027)</p> 	<ul style="list-style-type: none"> comparing the ways in which they communicate in Arabic and non-Arabic contexts, for example, using different forms of address or different ways of showing politeness, and discussing why these choices are appropriate and how they enhance intercultural communication reflecting on own language choices and communicative gestures in different cultural contexts, considering how own ways of behaving and communicating might be perceived by people from different backgrounds, and making necessary adjustments to establish, maintain and improve relationships with immediate contacts such as family, teacher and peers exploring the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings and behaviours, for example, degrees of formality, politeness and directness, use of personal space, and attitudes towards physical contact identifying moments of embarrassment or communication breakdown in own intercultural interactions, exploring reasons for these and suggesting adjustments that could be made to enhance mutual understanding discussing elements of successful intercultural communication, for example, flexibility and awareness of differences in cultural and religious practices such as respect for elderly people and attitudes towards privacy or directness
<p>Reflect on own sense of identity as an Arabic and English speaker, recognising how own cultural assumptions, practices and values influence ways of communicating, and considering reactions and how they adjust behaviours and language in own interactions</p> <p>[Key concepts: assumptions, values, impact, judgement, adjustments; Key processes: reflecting, connecting interculturally]</p> <p>(ACLARC028)</p> 	<ul style="list-style-type: none"> discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as being Lebanese, Jordanian, Iraqi, Arab Australian, or Australian from a Syrian background reflecting on the role of language in expressing identity, considering when, with whom and why different languages are used, and reflecting on whether their own identity changes when they use different languages noticing how they communicate with one another, their teachers and families, noticing how they see themselves differently in different contexts, for example, as Arabic-speaking person, less traditional than parents reflecting on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures, noticing differences in the way they communicate, think and behave in different contexts
Understanding	
Systems of language	Elaborations

Understand rules of pronunciation and intonation and writing conventions, and apply these to own constructions to enhance meaning and aesthetic effect

[Key concepts: sound and writing systems; Key processes: experimenting, speaking, writing, connecting, transposing]

(ACLARU029)



- distinguishing the pronunciation of (التنوين) and (الشدة)
 - using the rhythms of the Arabic language, including intonation, tone and stress, to increase fluency and enhance expression
 - recognising that certain letters in Arabic appear in different variations, for example, تة, ة
 - applying spacing rules between words and using their knowledge of writing conventions to expand on ideas in written texts
 - making choices in relation to the use of punctuation such as (؛) and adjusting the flow of ideas, increasing text cohesion and enhancing expression
 - recognising the need for pauses or changes of tone in complex sentences with embedded clauses
 - understanding that there are variations in both spoken and written Arabic across different countries and regions, and analysing the reasons for such variations, for example, سوريا/سورية؛ ناديا/نادية؛ فاديا/فادية
 - noticing how tone can convey emotions and shade meaning, such as distinguishing between colloquial or formal language, for example, يا إلهي! تعال إلى هنا حالا
 - using Arabic pronunciation and spelling rules when listening to and reading authentic texts, and evaluating their own spelling and pronunciation in relation to their understanding and expression
-

Expand spoken and written expression by extending grammatical knowledge of Arabic, including features such as conditional and subjunctive moods, embedded clauses, imperative, future tense and vocative case, and acquisition of vocabulary and expressions that are culturally embedded [Key concepts: grammatical structures, irregularity, expansion of ideas; Key processes: applying, analysing, selecting]

(ACLARU030)



- using سوف in addition to the present tense to express future plans, for example, سوف أذهب إلى الجامعة؛ سوف أسافر مع أهلي؛ سوف أشتري سيارة؛ سوف أعمل في مطعم
- using the conditional mood as a formulaic expression, for example, لو: لو نجحت، سوف يشتري لي أبي محمولا جديداً
- understanding and using the conjunctions لكن to compare people and actions, expanding on their expression, for example, خالي غني لكن عمي فقير؛ أخي يلعب كثيرا لكن أختي تدرس دائم
- using interrogative pronouns and expressions such as لماذا؟ لم؟ هل؟ to ask questions and make requests, for example, لماذا أحضرت الكرة معك إلى الصف؟ هل تقدر أن تعطيني القلم؟ لم تحب الموسيقى؟
- expanding their knowledge of noun–adjective agreement through understanding and applying the irregular plural form, for example, بيت/بيوت كبيرة؛ كرسي/كراسي جديدة؛ كتاب/كتب قيمة؛ يوم/أيام جميلة؛ تلميذ/تلاميذ مجتهدون؛ معلمون ملتزمون
- using expressions to indicate preference and compare, for example, هذا أقل من هذا؛ الكتاب أخف من الكرسي؛ العلوم أفضل من الرياضة
- creating compound and complex sentences by using embedded clauses such as (والذي أحبه كثيرا) ... هو
- understanding that Arabic uses the dual form of nouns, verbs and adjectives, in both masculine and feminine forms, for example, هذان كتابان جديدان؛ هاتان صديقتان وفيتان
- understanding and applying indirect object pronouns and passive voice to express ideas objectively in texts such as articles and speeches, for example, أنهيت المباراة سريعا؛ دُق الجرس متأخرا
- using cohesive devices to sequence ideas, for example, في البداية؛ بعد ذلك؛ أخيرا
- extending use of negative forms, for example, لن أتصل بك؛ لم أتأخر عن الدرس؛ ليس عندي وقت
- using إلا to express exceptions, for example, أحب كل المواد، إلا الرياضيات
- describing people and objects using comparatives and superlatives, for example، رسمك جميل؛ رسم سامي أجمل من رسمي؛ رسم عننان الأجمل
- using elements of exaggeration and emphasis, for example، للمرة المليون أكرر هذه العبارة
- using a range of irregular adjectives to describe number,

shape and colour, for example, قميص أحمر؛ حقيبة حمراء؛ قلم،
أخضر؛ ممحاة خضراء؛ شكل مدور؛ مثلث؛ مربع؛ مستطيل

- using singular and plural third person possessive pronouns to indicate relationships, for example, أصدقائهم، كتابه؛ قلمها؛
 - using adverbial phrases to expand on ideas and provide further information related to feelings, attitudes and abilities, for example, متأخراً؛ باكراً؛ دائماً؛ مسرعاً،
 - developing metalanguage to discuss grammatical features and to explain how word order, tenses and moods, adjectives and adverbs can be used to enhance meaning and expand expression
 - using imperative verb forms to persuade, encourage, and give advice, for example,
لنذهب إلى المعلم ونسأله؛ هيا حاول مرة ثانية؛ ممتاز! أحسنت؛ تكلم مع سامر
 - using subjunctive mood to express doubt, uncertainty or emotion, for example,
ربما نذهب إلى السينما يوم السبت ؛ قد أسافر في العطلة
-

Analyse different texts in a variety of forms, including digital, , considering the relationship between audience, purpose and context, and the use of textual conventions, features and cohesive devices

[Key concepts: genre, purpose, audience, cohesion; Key processes: analysing, explaining, comparing]

(ACLARU031)



- applying knowledge of particular types of texts and their purpose to identify the gist and predict the meaning of unfamiliar vocabulary and phrases encountered in texts
- analysing different samples of a particular type of text, such as online diary entries, to analyse ideas and reflections through the language features used, for example,

ضمير المتكلم: أشعر بسعادة كبيرة؛ هذا عملي وأنا مسؤول عنه

التعبير عن التعجب والدهشة: يا إلهي! مستحيل! يا للكارثة!

الصور البلاغية: كنت كالفراشة أطيّر من فرحتي؛ كلامه كالخنجر في صدري

- exploring a range of imaginative texts to compare the use of language features such as imagery and exaggeration, and discussing how these are used to convey meaning to and entertain the audience
- examining a variety of informative texts, such as reports and articles, identifying how the structure and features of each text reflect the intended purpose and how the choice of vocabulary reflects ideas and perspectives
- experimenting with language appropriate to particular types of texts, for example, descriptive language in documentaries, reflective language in blogs, diary or journal entries, and persuasive language in advertisements and speeches
- analysing a range of expository texts, such as feature articles, identifying possible elements of bias and objectivity
- discussing and evaluating how language is used to express ideas and justify opinions on topical issues of interest to teenagers in debates or on a talk show
- identifying and discussing the level of formality in spoken and written texts, considering what these texts reveal about social relationships and processes, for example, reflections of status, authority, concepts of respect and politeness

Language variation and change

Elaborations

Explore how spoken and written forms of Arabic can be used for different purposes and audiences, in different contexts and situations, and with specific meanings and intentions

[Key concepts: formality, register, intention; Key processes: analysing, explaining]

(ACLARU032)



- understanding the importance of using appropriate forms of address when interacting with different people, for example, the use of

سيد ماجد؛ أستاذ هاني؛ سيّدة عبير؛ خالتي رانيا؛ عمي حبيب حضرتك؛ عم كريم؛

خالّة سامية with both close adult relatives and unknown adults

adults

- noticing that variation in language use often reflects the mood, feelings, attitudes or relationships of the people involved
- identifying how emotions and attitudes, such as embarrassment or respect, and personal views are reflected in the choice of language in various social settings, such as public forums and school contexts
- investigating the nature and use of the Arabic language in different contexts of interaction, for example, asking Arabic-speaking students in Australia when they use English or Arabic, with whom and why
- exploring how various individual speakers' views on roles and relationships are reflected in Arabic texts such as traditional sayings, idioms, proverbs, poetry and song lyrics
- comparing a variety of texts from different Arabic-speaking regions and analysing how aspects of the language used reflect particular values and world views

Explore and reflect on how the Arabic language influences and is influenced by cultural, political and social change

[Key concepts: globalisation, popular culture; Key processes: reflecting, discussing, examining]

(ACLARU033)



- investigating and explaining the influence of globalisation and new technologies such as the internet on Arabic as a dynamic language, and the power and function of regional dialects in both digital and social media
- researching and reporting on the influence of Arabic language and culture in the local and broader Australian community, for example, the food industry (Lebanese restaurants and bakeries), the entertainment industry and the media (the Arab Film Festival, SBS Arabic radio and television, Arabic films) and education (Arabic bilingual schools)
- reflecting on changes in their own use of the Arabic language, identifying new terms and behaviours that they have adopted into their everyday language in response to changes in technology and social media
- discussing how language changes over time, for example, by viewing classical Arabic and contemporary films and comparing how certain messages and concepts are represented through language
- examining how English is influencing and modifying Arabic language use in particular settings, for example, language used in the entertainment industry, such as in films and television programs, or language used to express global concepts, such as الليبرالية

Role of language and culture

Elaborations

Understand the symbolic nature and influence of language in local and global contexts and how the use of language determines the nature of intercultural communication

[Key concepts: symbolism, globalisation, new terminology;

Key processes: exploring, reflecting, evaluating, understanding]

(ACLARU034)



- identifying and discussing how values or attitudes are differently reflected in Arabic and English, for example, attitudes to being on time reflected in language such as لا تستعجل، لن تهرب الحفلة؛ لا تهتم يوجد وقت كثير and social interactions such as expressing thanks or appreciation more or less directly, or attitudes to making an apology
- recognising that language and cultural practices are interconnected, for example, by identifying religious origins or connotations associated with places such as كربلاء، مكة المكرمة، أورشليم المقدسة؛ دير الزور or by identifying ways in which the residual influences of traditional lifestyles are preserved in language reflecting the sustainable use of resources



- identifying similarities and differences between own ways of communicating and interactions between young Arabic speakers in different contexts and situations, for example, the expression of politeness or turn-taking in conversations
- reflecting on personal encounters with cultural practices that have helped shape their attitudes towards and views of the world around them
- discussing and reflecting on how language use such as persuasive, motivational and emotive language, can effect changes in social attitudes and mobilise actions and reactions
- exploring a range of Arabic and English idioms and proverbs and analysing the cultural values and perspectives they reflect, for example,

الجار قبل الدار؛ من جدّ وجد ومن زرع حصد؛ الوقت من ذهب؛ في التأني السلامة وفي العجلة الندامة

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Arabic to initiate and sustain interactions with peers and adults. They use language spontaneously to exchange ideas, opinions and feelings, compare experiences and discuss future plans. They sustain interactions by asking and responding to questions, requesting clarification (for example, هل تعني...؟ ما قصدك؟), elaborating on opinions, and expressing agreement or disagreement, for example, على أتفق؟ لا أتفق؛ أعترض. In classroom interactions, they share ideas and suggestions, negotiate options, solve problems and complete transactions. They apply pronunciation and intonation rules to convey emotions and enhance expression. They obtain information from multiple sources on a range of issues and analyse and evaluate meaning, gist and purpose. They convey ideas and viewpoints from a range of perspectives using different text types and modes of presentation selected to suit different audiences and to achieve different purposes. They share their responses to different imaginative texts by expressing opinions on themes, events and values and explaining key ideas and messages. They manipulate language and use different techniques to produce imaginative texts in a range of forms that draw on past experiences or future possibilities, such as التلاعب بالألفاظ بواسطة استخدام المفردات ذات المعاني المزدوجة؛ استخدام عبارات مثل لو سمح أبي لي، أتني معك ما نذهب إلى السينما يوم (السيبت؛ قد أسافر في العطلة؛ الكتاب المفضل لدي والذي أحبه كثيراً هو... لنذهب إلى المعلم ونسأله؛ هيا حاول مرة ثانية؛ ممتاز! أحسنت؛ تكلم مع سامر سوف أكتب رسالة إلى), future tense and vocative case to convey meaning. They use vocabulary and expressions that are culturally embedded, such as لييتني كنت...؛ فرحت فرحاً عظيماً؛ لو ربحت المسابقة. When creating texts, students use a variety of grammatical elements, such as conditional and subjunctive moods, embedded clauses and imperative forms (for example, لو سمح أبي لي، أتني معك ما نذهب إلى السينما يوم), future tense and vocative case to convey meaning. They use vocabulary and expressions that are culturally embedded, such as سوف أكتب رسالة إلى, and apply appropriate writing conventions to increase text cohesion and enhance expression. Students translate and interpret texts from Arabic into English and vice versa, comparing own interpretations with others' and explaining reasons for differences in translations. Students create bilingual texts for the wider community, interpreting cultural and linguistic aspects of texts. They explain how cultural concepts, practices and values influence ways in which they communicate from a bilingual perspective, and question assumptions and describe adjustments they make when moving from Arabic to English and vice versa.

Students identify the meaning and emotions conveyed in spoken texts, such as .. ها سمير ماذا قررت؟؛ لا لا ؛ لا أقصد هذا؛ كم مرة قلت لك. , and apply their understanding of the Arabic writing system to enhance meaning and aesthetic effect in written texts. They analyse the relationship between language choices and textual features, and the audience, purpose and context of different spoken, written and multimodal texts. Students explain how spoken and written forms of Arabic vary according to context, purpose and audience, and identify ways in which the Arabic language influences and is influenced by cultural, political and social change. They explain the power of language in determining the nature of intercultural communication in local and global contexts.

The Australian Curriculum Languages - Auslan

Overview

Introduction

As a native user of Auslan, and as an advocate for the language and for the Deaf community, I am thrilled to see a national curriculum in Auslan come to fruition. For the first time, deaf children will have access to a formal first language learner pathway for acquiring Auslan, acknowledging their status and strengths as visual learners and offering a 'Deaf gain' perspective to their lives. In turn, the second language learner pathway provides unparalleled opportunities for hearing children to access and use Auslan in their schools and in society, reducing barriers for participation and increasing equality in the wider community. Children learning Auslan in schools have the potential to fundamentally change the social fabric of Australia.

—Drisana Levitzke-Gray, Deaf advocate and Young Australian of the Year (2015)

Auslan (Australian Sign Language) is the language of the Deaf¹ community of Australia and is descended from British Sign Language (BSL). Auslan and other signed languages around the world are fully-fledged languages that are visual-gestural in nature. They have a complete set of linguistic structures and are complex and highly nuanced.

Signed languages evolve naturally in Deaf communities in which signers use mutually agreed signs and ways of ordering them to communicate with each other. Signed languages have their own grammar and lexicon which are not based on the spoken language of the country or region although they are influenced by them.

Signed languages fulfil the same functions as spoken languages in meeting the communicative, cognitive and social needs of a group of human beings. However, the modalities of a visual-gestural language like Auslan and those of an aural-oral language like English are markedly different. Although signed and spoken languages share many linguistic principles, the visual-gestural modality results in some unique features of signed languages not found in spoken languages.

There are many different signed languages around the world, some of which can be grouped into 'language families'. Auslan belongs to the BSL family, which includes the contemporary British, Australian and New Zealand sign languages, which all share a similar lexicon and grammar. Auslan can be traced back to the arrival of Europeans in Australia in the late 1700s, with BSL users arriving in Australia as convicts and as free settlers. Although now considered a relatively young language in its own right, the ancestral link Auslan shares with BSL gives it historical context as a member of one of the longest continuing signed language families in the world.

Aboriginal and Torres Strait Islander people share the oldest surviving cultures and languages in the world. These developed independently on the Australian continent, predating by vast periods of time the relatively recent arrival of Europeans and the subsequent development of Auslan. The signed languages of Aboriginal and Torres Strait Islander cultures vary greatly from one another and are quite different from Auslan in that they are largely used as gestural-visual representations, or substitutions, of the associated spoken languages. However, in some contemporary Aboriginal and Torres Strait Islander communities, deaf people have developed signed languages for independent use – for example, Yolngu Sign Language from the Northern Territory – but there has been limited research on these. In other communities, Auslan may co-exist alongside local signed languages.

Recognition of Auslan

The Deaf community has a rich history and culture; however, the signed languages of deaf people have not always been recognised as legitimate languages. Due in part to the modality of signed languages, they have often been inaccurately viewed as a form of pantomime or as a manual representation of ‘broken English’, incapable of the same kind of sophistication as spoken languages. As a result of such misunderstanding, signed languages like Auslan have historically been discouraged from widespread use in educational settings. Educational policies, fuelled by resolutions from a conference on the education of deaf children in Milan, Italy, in 1880, led to the prohibition of signed languages in schools in many countries for a considerable period of time, effectively marginalising Deaf communities and oppressing signed languages.

A language is considered legitimate by many when it has a widely accepted or standardised orthographic writing system; because none exists for Auslan, the Deaf community has been hindered in its attempts to capture and record its language in an effort to legitimise it. Although there are recently developed ‘sign writing’ or ‘gloss’ systems that sign linguists, teachers and researchers have developed to record and document signs, Auslan has no written form in the traditionally understood sense.

The United States of America is widely acknowledged for pioneering signed language research and formal development of signed language teaching programs, resulting in the first academic recognition of signed languages as meaningful and complete languages. Starting in the 1960s, the first sign linguistics research is credited to William Stokoe. The United Kingdom and parts of Europe followed suit in the 1970s, and Australia a little later in the 1980s. Auslan was first officially recognised as a legitimate language by the Australian Government in 1987 in a white paper on the languages of Australia (Lo Bianco, J, 1987).

Recent developments in digital recording and software for time-aligned multimedia annotations have allowed for improved documentation and analysis of much larger data sets of signed languages. These tools allow Auslan data, and the rich culture of Australian deaf people, to be captured and recorded in various ways. As a result, linguists, in consultation with the Deaf community, are increasingly conducting research on signed languages and encouraging the documentation of Auslan and other signed languages.

Societal attitudes have changed towards Auslan and towards deaf people. As usage has been documented, scholarly research published and dictionaries developed, policies now legitimise the use of Auslan, and interest has grown in teaching and learning the language in formal educational settings. Recognition of Auslan in the Australian Curriculum has significant historic value, and is to be celebrated.

The place of Auslan in Australian education

The use of Auslan for deaf children in Australian schools has been varied and inconsistent.

However, the recognition and improved status of the language in recent years has changed the educational landscape for deaf children. The move from segregated school settings for deaf children to mainstream school environments has influenced community and education sector interest in Auslan in recent years due to increased visibility of Auslan in school communities. Auslan has been increasingly embraced in many more mainstream school settings where deaf students may be placed.

In addition, between 1980 and 1990, many civil and political events around the world altered the circumstances of the Australian Deaf community. Advocacy by various groups, including deaf people, brought about legislative and social change in Australia, including the **Disability Discrimination Act** in 1992, as well as Acts regarding telecommunications access and television captioning.

Official government recognition of Auslan as a community language, and the implementation of relevant education and employment legislation arising from the aforementioned advocacy, have led to changes in society that have empowered deaf people to take up further studies and to enter previously inaccessible occupations. These shifts have also had an immeasurable impact on the perception of Auslan in the wider community, with increased enrolment of second language learners in tertiary-level Auslan classes for adults, and the establishment of Auslan interpreter training programs nationwide since 1986.

The availability and increased profile of Auslan as a language of formal study in primary and secondary schools for second language learners has, however, been less rapid or less well supported systemically in most states/territories of Australia. Historically, schools that have provided some form of teaching and learning in Auslan have offered informal lunchtime or hobby/interest classes rather than formal courses of study included in a school timetable alongside spoken languages and other subjects.

Victoria has been a leading exception in this regard; Auslan has been taught in a number of schools for many years, and a curriculum has been available at Victorian Certificate of Education (VCE) level since 1994. Other states have followed suit over time, with Auslan now formally available in several schools in New South Wales, Queensland, South Australia and Western Australia. A national agreement via the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) exists for the formal study of Auslan in Year 11 and Year 12. This national syllabus was developed in Victoria under the auspices of CCAFL in 2002 and is available for endorsed use by each state and territory authority. There has been a demand to adopt this syllabus in an increasing number of states in recent years, with Auslan of growing interest to learners as a subject contributing to their Australian Tertiary Admission Rank (ATAR) or Overall Position score for university entrance.

Inconsistency across Australia in the provision of formal Auslan teaching for second language learners in schools from F–10, and the absence to date of any first language learner Auslan curriculum, means that this dual-pathway national curriculum for Auslan is groundbreaking. It systematises provision in Australian schools, serving both deaf and hearing student populations and rightfully acknowledging the place of Auslan and the culture of the Deaf community in Australian society. It offers access to the formal study of Auslan to deaf children through a first language learner pathway and to students interested in learning it as an additional language through a second language learner pathway.

When I was a school student, we were punished for using our sign language. I remember writing 100 times: 'I must not sign'. It makes me so happy to see that young people today are encouraged to learn Auslan, and to be proud of it.

—Nola Colefax, OAM, Deaf elder

1. In referring to deaf people who belong to a linguistic and cultural minority known as the Deaf community, the 'D' may be capitalised in reference to the individual, the culture or the group to accord respect and deference, for example, Deaf teacher. This is similar to being referred to as Aboriginal people, or members of the Macedonian community living in Australia. When referring simply to audiological status of a group, for example, deaf children, the lower case 'd' as in 'deaf' is the more common usage. ↩

Rationale

The formal study of Auslan contributes to the overall intellectual and social enrichment of both first language (L1) and second language (L2) learners by providing:

- opportunities for engagement with the Deaf community and insight into its rich cultural heritage
- opportunities to develop intercultural capabilities, understanding and respect for others, appreciation of diversity and openness to different perspectives and experiences.

This curriculum provides direction for an integrated, inclusive and meaningful approach to language education in Auslan for both first and second language learners.

As a parent of one deaf child and five hearing children, I have been lobbying for an Auslan curriculum in schools for years. A recently implemented course at my sons' school has changed our world as a family. Learning Auslan formally as a second language means my sons can now not only communicate with their deaf brother but even argue with him and share jokes! For my deaf son, being able to access a first language learning pathway in Auslan will mean everything. It will touch every subject and alter the trajectory of his life. It is that profound. A child armed with language can change the world, and deaf children will have a real chance at succeeding equally to their hearing peers if able to master their first language through recognised formal study of it in school. This is simply revolutionary.

—Lesley Klem, hearing parent of a deaf child

Rationale for first language learners

This curriculum meets the need of young deaf people to formally learn their own language, and it recognises the significance of Auslan in the linguistic landscape of Australia. It provides deaf children, and potentially hearing children of deaf parents, with access to education in and about their first language, playing an important part in the development of a strong sense of self-esteem and identity and contributing in crucial ways to overall learning and achievements. It enables learners to develop a wider recognition and understanding of their language, culture and identity, thus contributing to their psychological wellbeing as well as to their academic development.

Rationale for second language learners

Many deaf children today are educated in inclusive school settings, thus raising the profile of Auslan in the wider community. The presence of deaf students and interpreting practitioners in schools creates a need and offers opportunities for a wider range of peer-group communication partners, and not all interactions can or should be mediated by an interpreting practitioner. One of the key reasons for introducing Auslan in schools, therefore, is for humanistic purposes: to increase opportunities for interaction between deaf children and their hearing or hard of hearing peers, and to reduce barriers to communication. Through learning Auslan, L2 learners gain access to additional knowledge and understanding of the nature and purpose of human languages and of the use of a different language modality. In addition, from a vocational perspective, greater participation of deaf people in society in a diverse range of occupations and breadth of community spheres creates possibilities for future career options and personal fulfilment for L2 learners. In general educational terms, learning Auslan as a second language enables students to engage meaningfully with a different language and culture and to enhance understanding of their own language and culture. Such intercultural learning is essential in the increasingly diverse and changing contexts in which they live and will work.

For all learners

Learning Auslan:

- broadens students' understanding that each language is an integrated, evolving system for the framing and communication of meaning; and encourages understanding of the role of language as an expression of cultural and personal identity and a shaper of perspectives
- contributes to the overall curriculum intent by providing distinctive real-life and intellectual opportunities for students to expand their engagement with the wider world and to reflect on the cultural and social assumptions that underpin their own world view and language use. Such awareness of different perspectives is an integral part of effective communication
- contributes to the development of critical thinking and the ability to adapt to change and equips students with learning strategies and study habits that are the foundation not only for lifelong learning but also for any subsequent language learning.

The opportunity to learn Auslan formally is becoming available in an increasing number of Australian schools, and the aim of this national curriculum is to make this learning opportunity accessible in a systematic manner to students around Australia. Language learning is life enhancing. This national curriculum offers all Australian students the opportunity to benefit from the social, cultural, intellectual and emotional development that will result from learning the unique and sophisticated visual-gestural language of the Australian Deaf community.

Aims

The Australian Curriculum: Languages – Auslan aims to develop the knowledge, understanding and skills to enable students to:

- communicate in Auslan
- understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators
- develop a knowledge and an understanding of the diversity of Deaf experience and the nature of identity.

These aims are interrelated and provide the basis for two organising strands for learning Auslan: Communicating and Understanding.

Learning Auslan

Some linguistic features of Auslan are similar to properties found in spoken languages and others are not. For example, the 26 fingerspelled letters of the Auslan alphabet are based on the 26 letters of English. The occasional contact Auslan has with English, such as in relation to mouthing (the use of lip patterns when signing) or fingerspelling, may support the early stages of learning Auslan for some L2 students, as might the apparent visual motivation of some signs. Although indigenous to the Australian Deaf community, Auslan shares some properties with other signed languages, which may make additional signed languages relatively easy to acquire once learners are fluent in Auslan.

Benefits

Benefits of learning Auslan include:

- development of neural pathways and cognitive processes unique to using a visual language
- greater access to the curriculum using increasingly sophisticated Auslan for L1 learners
- capacity to communicate with peers, friends and family members who use Auslan
- improved capacity for visual-gestural communication
- intellectual interest, engagement and personal challenge
- opportunities for meaningful cross-curricular integration, for example through the use of information and communication technology (ICT)
- access to alternative ways of thinking and expressing ideas
- opportunities to develop and reinforce social justice values
- awareness of deafness as difference rather than as disability
- development of interpersonal skills, access to wider social networks and more diverse experience
- appreciation of the notions of Deafhood, cultural identity and community membership
- increased understanding of inclusion and diversity
- acquisition of a portable mode of communication that involves learning strategies for gesture that may have international, cross-cultural application
- increased understanding of language acquisition, language systems and learning processes
- enhanced development of overall literacy capabilities
- accessibility for some non-traditional learners, students with disability and those who are primarily visual learners.

Deaf students located in schools that offer a L2 Auslan program have increased opportunity to expand their peer networks, potentially increasing their social circle, their resilience and inclusion in the school community. L2 learners learning in a school attended by deaf students have a unique opportunity to use their new language on a daily basis in an authentic context, impacting on accessibility and respect for linguistic and cultural difference.

Learner diversity and learner pathways

Pathways

There is diversity in the background of learners of Auslan. Learners may be deaf, hard of hearing or hearing, and may be learning Auslan as a first language or as a second language. To cater for distinct learner backgrounds, the Auslan curriculum has two pathways:

- First Language (L1) Learner Pathway
- Second Language (L2) Learner Pathway.

Learner diversity

The rationale for providing a L1 pathway is that native signers do not usually have an opportunity to formally study their natural first language in a classroom context. Such exploration and development of their L1 affords these students a more sophisticated understanding of their L1, and scaffolds their acquisition of English as their second/additional language. Formally studying Auslan at school provides L1 learners with powerful recognition of the value and status of their language and helps strengthen their sense of identity. The impact of this is healthier self-esteem, greater resilience, better mental health, an improved concept of self and a greater engagement with language, community and culture. In addition, formal learning of their L1 may give students increased opportunity to develop understanding, knowledge and valuable life skills across the curriculum.

The L1 pathway typically caters for deaf students whose native language is Auslan (that is, deaf children of deaf adults, or deaf children from hearing families who use Auslan at home); hearing children with signing deaf parents; and deaf students who are introduced to Auslan at school, for whom it is a highly accessible language and likely to be their future preferred or primary language. This latter group of deaf children might not have access to Auslan at home. Developing a strong L1 via this pathway from Foundation to Year 10 will particularly increase the educational capabilities of deaf children, encourage functional bilingualism in Auslan and English, and will improve learning and future employment opportunities.

The L2 pathway typically caters for students who are not members of the Deaf community; most often, hearing students learning Auslan as a second or additional language. It may also include deaf or hard of hearing children already fluent in another language, such as a different signed language in the case of a recent immigrant, or spoken English for some deaf and hard of hearing children who have residual hearing or access to speech. These children are being introduced to Auslan for the first time as an additional language to add to their existing linguistic repertoire.

Due to a range of complex factors, it is recognised that these two pathways may not be able to meet the complete learning needs of all students. For example, native signers of Auslan who are hearing (such as hearing children from deaf families) may not be adequately accounted for in an L1 pathway, due to the teaching and learning emphasis on the primary target group, deaf children. In addition, a deaf migrant already fluent in a native signed language from another country, such as American Sign Language, may not be entirely suited to an L2 learning pathway for Auslan as so many age-appropriate L1 features and linguistic competencies will already be present in his/her use of another signed language, making a second signed language easier to learn compared to other L2 learners being exposed to learning a signed language for the first time. Congenitally deafblind children, or other students with disability, may also present unique challenges with regard to determining language learning pathways.

Both L1 and L2 learners of Auslan are entitled to rigorous, relevant and engaging learning programs that address their individual learning needs. In teaching Auslan in Australian schools, it will be necessary to account for the diversity of learners of Auslan, including accommodating:

- students with a disability
- gifted and talented students
- students with English as an additional language or dialect
- students from regional and remote contexts

- students with diverse personal or cultural or religious backgrounds
- Aboriginal and Torres Strait Islander students
- students with a combination of equity and diversity needs.

Ultimately, this dual-pathway approach recognises that the key variable in the language learning experience is the diversity of the learners. It acknowledges that students bring specific backgrounds, diverse linguistic and cultural experience, individual knowledge and skills to their learning of Auslan, and that the programming and implementation in schools by teaching teams will need to reflect this, differentiating for learner diversity accordingly and drawing on the L1 or the L2 pathway and accommodating for individual learners as appropriate.

First Language Learner Pathway (L1): F–10 sequence

The first language learner pathway is pitched at two of the many types of potential learners in the Auslan cohort:

- native signing children from Deaf families who have fluent language models to interact with at home and have been exposed to the language since birth
- deaf children from hearing families with parents or older relatives who have learnt to sign and exposed their children early to rich signing models, such as in bilingual preschools.

There is another significant group of children in the L1 pathway: deaf children who arrive in a signing program in their first few years of schooling. These students begin learning Auslan with limited prior experience of any language, and may have additional disabilities that are hidden because of their language delay. The L1 pathway is appropriate for them since they will be using the language for more hours a week than just in the subject, thus making faster progress with language acquisition; and they have little experience of other language to make reference to, as in the L2 pathway. Teachers working with students with delayed access to Auslan will need to adapt and differentiate the curriculum extensively to scaffold their learning, particularly in their first years of study. Additionally, hearing children from deaf families who have Auslan as a first language may also benefit from the L1 pathway of learning.

The population of children who will follow the L1 pathway therefore has great variation in Auslan proficiency. Some will have had extensive access to a range of mature language users in early learning programs, in school and at home. Others will have limited quantity and quality of input in Auslan at home and sometimes even in school, and may not have attended an early intervention signing program prior to school. This pathway is primarily pitched at those students with exposure to Auslan prior to Foundation level; delayed language learners will require extra support to participate in the learning experiences outlined in this pathway.

Typically, L1 programs occur with constant involvement from a variety of fluent signers drawn from the Deaf community. A key expectation in the L1 pathway is that students will have opportunities to interact with elders and the Deaf community to consolidate and enhance their learning of the language and culture, ideally face to face, although accommodations via technology may need to be made in regional and remote areas.

First Language Learner Pathway (L1): 7–10 sequence

The nature of education of deaf students is such that some learners arrive at high school with a very limited knowledge of English, and little, if any, Auslan. These learners may have come from other countries where they have had no access to schooling for deaf children, or from educational programs overseas or in Australia from which they have learnt only rudimentary speech and language and have not had access to quality signed language models. This group of learners, therefore, comprises students who are learning their first language well beyond the age of typical language development.

As a result, this group of learners is very different from the similarly aged cohort from the F–10 sequence, who have had exposure to quality language since birth or early in life, and who approach high school learning with established fluency in Auslan, which enables them to focus much of their Auslan class time on the development of higher-order skills such as analysis and evaluation. Learners in the L1 pathway, 7–10 sequence begin learning Auslan with limited prior experience of any language. They may have additional disabilities, sometimes hidden, often caused by their language delay. Auslan is nonetheless considered their first or primary language, due to their lack of fluency in any other language. Learners require intensive support and extensive input from rich language models, especially at the initial stages. These learners are unlikely to reach native-like levels of fluency in any language, but will benefit greatly from the explicit teaching of Auslan as a subject to support their language acquisition and development.

First Language Learner Pathway (L1): Learner experiences

The experience of first language learners of Auslan will include:

- opportunities to expand domains of use in their first language and to develop skills in registers and genres not necessarily encountered in their home context, particularly in the case of delayed L1 learners of Auslan
- enhancement of essential skills that underpin other learning, including critical thinking and literacy in both Auslan and English
- reflection on their own identities, awareness of the values and beliefs that underpin their communication practices, and exploration of their expression of identity in Auslan and in Deaf culture and of how this can be extended to English and other languages and cultures
- understanding of the systems of Auslan and sociolinguistic variation of the language in context
- development of the capacity to translate and interpret activities that provide insights into cultural and linguistic differences and similarities between Auslan and English and between communicative practices in the two languages
- reflection on their linguistic environment at local, regional, national and international levels, including exploration of the status of Auslan and other signed languages, of ways in which it can be expanded to meet the needs of their own developing linguistic and cultural capabilities and their identity as a member of the Deaf community
- understanding of the history of deaf people and of their own ability to effect positive social change.

Second Language Learner Pathway (L2): F–10 and 7–10 sequences

The second language learner pathway caters for students learning Auslan as a second or additional language. This will typically be hearing children, but may include hard of hearing or deaf children who already have an established first language. These children are being introduced to Auslan for the first time as an additional language. The teaching team will use the curriculum to cater for L2 learners of different backgrounds by making appropriate adjustments to differentiate learning experiences for these students.

The first language of most L2 students will be a spoken language, and this pathway provides them with an opportunity to study a language that is very different from a spoken language. If L2 learners are learning in a school attended by deaf students, they will have a unique opportunity to use their new language on a daily basis in an authentic context. Deaf students located in schools that offer an L2 Auslan program have increased opportunity to expand their peer networks, potentially supporting transition between schools (from primary to secondary school, for example), and increasing their resilience and social networks, decreasing their risk of isolation, and increasing their sense of inclusion.

Typically, L2 programs occur with constant involvement from a variety of fluent signers drawn from the community. A key expectation of the L2 pathway of learning is that students will have opportunities to interact with elders and members of the Deaf community. This provides learners with the chance to develop a deeper appreciation of the nature and diversity of languages and cultures, and requires the acquisition of specific knowledge and skills necessary to learn and understand Auslan in its cultural context.

Second Language Learner Pathway (L2): Learner experiences

The experience of second language learners of Auslan will include:

- developing knowledge of Auslan needed to interact with others and to communicate personal information and ideas in a widening range of contexts
- observing and interacting with Auslan users and Auslan texts and beginning to recognise the culture-specific ways in which communication takes place
- reflecting on their own linguistic and cultural practices and beginning to apply this new understanding in their communication with others
- understanding of linguistic, historic and cultural trends and developments in the context of national and international Deaf communities and signed languages.

First Language Learner Pathway



Second Language Learner Pathway



Developing teaching and learning Sequences of learning

The Australian Curriculum: Languages – Auslan has two learning sequences: one from Foundation to Year 10, and another from Year 7 to Year 10 (Year 7 Entry). The curriculum is written in a series of bands, as follows: Foundation – Year 2, Years 3–4, Years 5–6, Years 7–8 and Years 9–10. Given the limited but growing research and pedagogical support for the teaching and learning of Auslan, there may be local flexibility in curriculum implementation, depending on suitability of learner pathway and entry point in the sequence.

Strands and sub-strands

The content of the Australian Curriculum: Languages is organised through two interrelated strands, which realise the four aims of learning Auslan. The two strands are:

- **Communicating:** using language for communicative purposes in interpreting, creating and exchanging meaning
- **Understanding:** analysing language and culture as resources for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- communication
- analysis of aspects of language and culture
- reflection, which 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 the second language, and the self in relation to others.

A set of sub-strands has been identified within each strand to reflect dimensions of language use and the related content to be taught and learnt. 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.

Table 1 gives a brief description of each of the strands and sub-strands for Auslan.

Strand	Sub-strand	Description
Communicating <i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>	1.1 Socialising	Interacting to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of Auslan texts; developing and applying knowledge
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, poetry, art and performance
	1.4 Translating	Moving between languages and cultures, understanding that words and signs do not always have direct equivalence and recognising different interpretations and explaining these to others

	1.5 Identity	Exploring and expressing their sense of identity as individuals and as members of the Deaf community and culture and as deaf, hard of hearing or hearing people
	1.6 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity
Understanding <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange</i>	2.1 Systems of language	Understanding the language system, including visual-gestural language parameters, conventions and grammar
	2.2 Language variation and change	Understanding how language use varies according to individual difference and context and across time and place
	2.3 Language awareness	Analysing and understanding language and culture over time, including language attitudes, language policy, language rights, international contexts and language vitality
	2.4 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning

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 (shown in Table 2) are designed to capture: range and variety in the scope of learning; and a means for expressing the progression of content across the learning sequences.

Table 2: Strands, sub-strands and threads for Auslan across the learner pathways

Strand	Sub-strand	First Language Learner Pathway	Second Language Learner Pathway
Communicating <i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>	1.1 Socialising	Socialising and interacting	Socialising and interacting
		Taking action	Taking action
		Developing classroom language and protocols associated with Auslan learning	Developing classroom language and protocols associated with Auslan learning

	1.2 Informing	Obtaining and using information	Obtaining and using information
		Conveying and presenting information	Conveying and presenting information
	1.3 Creating	Participating in and responding to imaginative experience	Participating in and responding to imaginative experience
		Creating and expressing imaginative experience	Creating and expressing imaginative experience
	1.4 Translating	Translating/interpreting and explaining	Translating/interpreting and explaining
		Creating and using bilingual resources	Creating and using bilingual resources
	1.5 Identity	Exploring and expressing their sense of identity, relationship and community	Expressing and reflecting on identity
	1.6 Reflecting	Reflecting on the experience of intercultural communication	Reflecting on the experience of intercultural communication
	Understanding <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange</i>	2.1 Systems of language	Formational elements of signs
			Sign modifications
			Sign classes and clause structures
			Text organisation
		2.2 Language variation and change	Variation in language use
		2.3 Language awareness	Linguistic landscapes and the nature, context and status of Auslan

	2.4 The role of language and culture	The relationship between language and culture	The relationship between language and culture
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Text types

Text types include signed or spoken texts, written texts (in English), digital texts and multimodal texts. They are central to curriculum development, as all work in language learning can be seen as textual work. The selection of quality Auslan texts produced by native or native-like proficient signers is important: texts define and reflect past and present and linguistic and cultural identity, making the people and experiences of a particular culture distinctive; they also provide the opportunity for developing intercultural understanding.

Band descriptions

The band descriptions give a general description of language learning that is typical at particular year levels along the F–10 continuum. They have been developed to correspond to learning in the following bands: Foundation – Year 2, Years 3–4, Years 5–6, Years 7–8 and Years 9–10. Each band description includes discussion of:

- nature of the learner
- Auslan learning and use
- contexts of interaction
- texts and resources
- features of Auslan use
- level of support
- the role of English.

Developing teaching and learning programs

In developing teaching and learning programs, the two strands – Communicating and Understanding – are integrated to ensure holistic learning in order to attend to active language use and the development of related knowledge, understandings and reflective capabilities. The set of strands and sub-strands capture a range of dimensions of language use. As such, they are designed to capture the range and variety of content to be experienced and learnt by students. The teaching team will design teaching and learning programs by drawing on the content descriptions from a number of sub-strands and integrating these to create meaningful learning experiences for their particular learners. The emphases across the strands and sub-strands may vary for different bands and pathways and for different contexts. Since the content descriptions indicate the nature and scope of the learning over several year spans, the teaching team will make decisions about what aspects of the content descriptions will be taught in what year of their program. Programs can then be used to inform the development of short-term programs year by year (for example, one term/several weeks). Taken together, band descriptions, content descriptions, content elaborations and achievement standards provide an overall sense of ‘level’ or expectations about language teaching and learning at a given moment in time and over time. In the development of programs, they give a sense of the level of complexity at which student learning can be pitched. In relation to assessment, they provide a reference point for making judgements about students’ progress in learning. The teaching team will make decisions about pedagogies that best meet the learning needs of their particular students and the context of their particular program.

Development and implementation protocol

Engagement and appropriate consultation with the local Deaf community in an ethical, respectful and sustainable manner is the cornerstone of respectful Auslan program development and key to a successful Auslan teaching program. Deaf people are the custodians of their language. Consultation with native or native-like and proficient users of Auslan who have ownership of the language is strongly recommended as a special consideration for Auslan programs, to ensure the language is taught in a contextually and culturally correct manner. Teaching Auslan without due consideration of/ liaison with the Deaf community may result in linguistic and cultural appropriation and the disenfranchisement of deaf people.

Issues to consider

- the presence of deaf students within the school environment, for whom the provision of an L1 or L2 Auslan program would be of academic, social, emotional and vocational benefit
- the proportion of Deaf teachers, mentors, language models and Deaf community members in the region, and available access to them
- the availability of skilled and appropriate personnel for teaching Auslan, such as qualified Auslan instructors/language teachers, and the capacity to team teach in deaf/hearing teams as needed in a culturally sensitive manner
- the possibility of excursions to Deaf community events and the development of ongoing relationships with community members (such as Deaf seniors) to support pedagogy and to build and perpetuate mutual understanding and connections for the benefit of students and the community
- the three-dimensional visual-spatial nature of Auslan means that it is ideally taught in a face-to-face context. ICT will play an important role in providing access to a variety of signers and signed texts, however, particularly for rural and remote learners
- the range of cross-cultural considerations that need to be addressed when working in and teaching Auslan in Aboriginal and Torres Strait Islander communities. The teaching team should consult the local community about particular topics, local context and relevant cultural considerations, so that offence and embarrassment can be avoided
- the importance of promoting further research of Auslan and the development, collection and digitisation of quality texts, teaching materials, resources and assessment and reporting tools for teaching purposes
- the need for investment in the professional development of suitable Auslan teachers to meet future anticipated interest and demand in Auslan programs in schools; and for recognition of the fact that the success of Auslan programs depends on the fundamental premise that suitably skilled and qualified teachers, including native or native-like proficient users of Auslan, have key roles in their development and implementation
- schools enrolling deaf and hard of hearing students on the same site may wish to consider offering both L1 and L2 Auslan pathways or a blend of the two as needed. Authentic opportunities for deaf, hard of hearing and hearing peers to engage with each other, either face to face or via technology, allows L2 students to practise language in a real-world context. Such practice benefits for hearing students transfer to deaf students by broadening their peer network, increasing communication across the school and over several year levels for the deaf students, and potentially have social, emotional, cultural, psychological, academic and vocational benefits for all students in the program.

For more specific guidance and to connect with the Deaf community, contact the national peak body representing the needs and interests of Auslan users, Deaf Australia, or the relevant state association.

As a native signer, sharing my language with students is a gift I give willingly, knowing with language comes greater understanding, acceptance and respect. Students learn to appreciate my community and culture because they engage directly with me, a Deaf teacher, which is incredibly powerful in the learning experience. I believe my own deaf children will grow up in a much more tolerant and accessible society because of Auslan in schools.

—Josie Hodgetts, Deaf parent of deaf children, Auslan teacher

PDF documents

Resources and support materials for the Australian Curriculum: Languages – Auslan are available as PDF documents.

Languages - Auslan: Auslan glossing conventions and principles

Context statement

Years F–10 Sequence

The first language learner (L1) pathway is pitched at two of the many types of potential learners in the Auslan cohort:

- native signing children from Deaf families who have fluent language models to interact with at home and have been exposed to the language since birth
- deaf children from hearing families with parents or older relatives who have learnt to sign and exposed their children early to rich signing models, for example in bilingual preschools.

There is another significant group of children in the L1 pathway: deaf children who arrive in a signing program in their first few years of schooling. These students begin learning Auslan with limited prior experience of any language, and may have additional disabilities that are hidden because of their language delay. The L1 pathway is appropriate for them since they will be using the language for more hours a week than just in the subject, thus making faster progress with language acquisition; and they have no other language to reference, as in the L2 pathway. Teachers working with students with delayed access to Auslan will need to adapt and differentiate the curriculum extensively to scaffold their learning, particularly in their first years of study. Additionally, hearing children from Deaf families who have Auslan as a first language may also be suited to the L1 pathway of learning.

The population of children who will follow the L1 pathway therefore has great variation in Auslan proficiency. Some will have had extensive access to a range of mature language users in early learning programs, in school and at home. Others will have limited quantity and quality of input in Auslan at home and sometimes even in school, and may not have attended an early intervention signing program prior to school. This pathway is primarily pitched at those students with exposure to Auslan prior to Foundation level; delayed language learners will need extra support to participate in the learning experiences outlined in this pathway.

Typically, L1 programs occur with constant involvement from a variety of fluent signers from the community. A key expectation in the L1 pathway is that students will have opportunities to interact with elders and members of the Deaf community.

Years 7–10 (Year 7 Entry) Sequence

The nature of education of deaf students is such that some learners arrive at high school with a very limited knowledge of English, and little, if any, Auslan. These learners may have come from other countries where they have had no access to schooling for deaf children, or from educational programs overseas or in Australia from which they have learnt only rudimentary speech and language, and not had access to quality signed language models. This group of learners, therefore, comprises students who are learning their first language well beyond the age of typical language development.

As a result, this group of learners are very different from the similarly aged cohort from the F–10 sequence, who have had exposure to quality language since birth or early in life, and who approach high school learning with established fluency in Auslan, which enables them to focus much of their Auslan class time on the development of higher-order skills, such as analysis and evaluation. Learners in the L1 pathway, 7–10 sequence begin learning Auslan with limited prior experience of any language. They may have additional disabilities, sometimes hidden, often caused by their language delay. Auslan is nonetheless considered their first or primary language, due to their lack of fluency in any other language. These learners need intensive support and extensive input from rich language models, especially at the initial stages. They are unlikely to reach native-like levels of fluency in any language, but will benefit greatly from the explicit teaching of Auslan as a subject to support their language acquisition and development.

Context statement

Years F–10 Sequence

The second language learner (L2) pathway caters for students learning Auslan as a second or additional language. This will usually be students who are not members of the Deaf community; typically, hearing students who may or may not already know a second language. The L2 pathway may also include deaf or hard of hearing children already fluent in another language, such as a different signed language in the case of a recent immigrant, or spoken English for some deaf children who have residual hearing or access to speech. These students are introduced to Auslan as a language to add to their existing linguistic repertoire. Teachers will use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences.

The first language of most L2 students will be a spoken language, and this pathway gives them an opportunity to study a language that is very different from a spoken language. If L2 learners are learning in a school attended by deaf students, they will have a unique opportunity to use their new language on a daily basis in an authentic context.

L2 programs occur with constant involvement from a variety of fluent signers from the community. A key expectation is that students will have opportunities to interact with elders and members of the Deaf community.

Years 7–10 (Year 7 Entry) Sequence

The second language learner pathway Years 7–10 sequence offers students the opportunity to learn Auslan as a second or additional language commencing in their first year of high school. These learners are typically hearing students with little prior exposure to the language or to the Deaf community; but many will have learnt an additional language in primary school and some have proficiency in different home languages. They consequently bring existing language learning strategies and intercultural awareness to the new experience of learning Auslan. This cohort also includes deaf or hard of hearing students already fluent in another language, such as different signed languages in the case of recent immigrants or spoken English for deaf children who have residual hearing or access to speech. These students are introduced to Auslan to add to their existing linguistic repertoire. Teachers will use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences.

The first language of most L2 students will be a spoken language, and this pathway provides an opportunity to study a language that is very different from a spoken language. L2 learners learning in a school attended by deaf students have a unique opportunity to use their new language on a daily basis in an authentic context.

L2 programs occur with constant involvement from a variety of fluent signers from the community. A key expectation is that students will have opportunities to interact with elders and members of the Deaf community.

The Australian Curriculum Languages - Auslan First Language Learner Pathway - Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Most hearing children, or deaf children from signing families, enter the early years of schooling with established communication in one or more languages. Cognitive and social development at this stage is exploratory and egocentric; thus learning typically focuses on students' immediate world of family, home, school and friends. Children at this age are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Auslan is learnt in parallel with English literacy and, for some children, spoken English. Some learners arrive at school with little experience of English and will learn it as a second language, while others may use spoken English with their hearing family members. The learning of Auslan supports and enriches deaf children's learning of English and vice versa.

Auslan learning and use

Rich language input characterises the first stages of learning. Most children are familiar with the forms of signs and their fluency and accuracy is further developed through activities such as play, games and viewing texts. The curriculum builds on children's interests and sense of enjoyment and curiosity, with an emphasis on active, experiential learning and confidence building. Creative play provides opportunities for using the language for purposeful interaction in less familiar contexts.

Children build vocabulary for thinking and talking about school topics, routines and processes, and expand their knowledge and understanding by interacting with other deaf children and adults in new contexts and by participating in more structured routines and activities. They use Auslan for different language functions, such as asking and responding to questions, expressing wishes, responding to and giving directions, greeting, thanking, apologising, agreeing and disagreeing, and taking turns in games and simple shared learning activities.

Contexts of interaction

Across Foundation to Year 2, learning occurs largely through interaction with peers and the teaching team, with some access to members of the Deaf community for additional enrichment and authentication of students' language learning. Information and communication technology (ICT) resources provide additional access to Auslan and to the cultural experience of deafness. A key expectation in the L1 pathway is that students will have opportunities to interact with a variety of native or near-native signing models.

Texts and resources

Children engage with a variety of signed texts, live and recorded. They watch the teacher signing, share ideas and join in activities and stories and various forms of play and conversational exchanges. Text types include descriptions of appearances, relationships between people, and stories and recounts, as well as texts that talk about self, such as comparing likes and dislikes with others. Students become familiar with ways of recording Auslan, either through film, photos of signs, line drawings of signs, or simple symbols. An important source of natural signed texts are members of the deaf community. The early stage of language learning is also supported by extensive use of concrete materials and resources. Play and imaginative activities, games, and familiar routines provide essential scaffolding and context for language development.

Features of Auslan use

Children in Foundation to Year 2 learn to produce all handshapes, movements and locations of single signs. They make use of handling and size and shape specifiers (SASS) depicting signs with increasing accuracy, and use entity depicting signs to talk about simple movement and locations. Children in this band level produce a range of clause structures with the correct sign order and non-manual features (NMFs), such as questions, negatives and topic-comment structures, as well as using a range of non-manual adverbs. They learn to modify indicating verbs to show participants involved in events and can sometimes maintain those locations across multiple clauses. They are learning to integrate multiple viewpoints, such as that of narrator and of one or two characters, through constructed action and marking manner in longer signed texts.

As children learn to adjust their language to suit different purposes and situations, they begin to understand how culture shapes language use. They compare how they feel when they use different languages and how they view different languages and people who use them. This introduction to the meta dimension of intercultural learning develops the ability to ‘decentre’, to consider different perspectives and ways of being, and to become aware of themselves as communicators and cultural participants. Metalinguistically, children learn to describe features of signs, such as handshapes, to identify whether they are iconic; to recognise the importance of space in Auslan; and to categorise signs as nouns, verbs and adjectives.

Level of support

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement. Use of recounting, experiencing and retelling assists in establishing early language skills based on real-life experiences.

The role of English

Auslan is the language of all classroom interactions, routines and activities. It is the principal medium of instruction in L1 pathway classrooms. English may play a complementary role, such as when comparing signs and words and looking at fingerspelling. English is necessarily discussed in the translating strand.

Foundation to Year 2 Content Descriptions




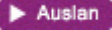

Communicating	
Socialising	Elaborations

Communicate with teacher, peers and familiar adults in guided and free interactions that develop social and communicative skills

[Key concepts: self, family, interaction, experience, preference; Key processes: interacting, greeting, asking/answering questions, recounting, describing, comparing]

(ACLASFC001)



- interacting with others using greetings according to relationship, context and time of day, for example:
HELLO, HOW-ARE-YOU? SEE LATER, GOOD MORNING M-R-J-O-N-E-S
- asking and answering questions about families, friends, pets, routines or pastimes, for example:
PRO2 ARRIVE SCHOOL HOW? CAR TAXI WALK G:WELL?
How do you get to school?
WHAT POSS2 FAVOURITE SPORT WHAT?
What's your favourite sport?
POSS1 BIRTHDAY WHEN D-E-C
My birthday is in December.

- using everyday social exchanges such as thanking, apologising, expressing wishes or congratulations, for example:
THANK-YOU HELP_{-me}
Thank you for helping me.
SORRY A-C-C
I'm sorry, it was an accident.
GOOD-LUCK POSS2 RACE
Good luck for your race.

- introducing themselves or a friend to class visitors, for example:
HELLO POSS1 NAME G-A-V-I-N SIGN-NAME:GAVIN
Hi, my name's Gavin and this is my sign name.

- supporting interaction when socialising with their peers, for example by indicating agreement or disagreement through nodding or head shaking
- recounting personal experiences using specific time markers such as BEFORE, AFTER, LONG-TIME-AGO, YESTERDAY
- recounting experiences shared as a class, such as excursions or special visitors, using appropriate sequencing of information
- describing family members, friends or teachers in terms of physical appearance and characteristics, for example:
PRINCIPAL YOU-KNOW SHORT LONG-HAIR GLASSES?
You know the principal? She's short, has long hair and wears glasses.
POSS1 BROTHER OLD++ TALL SKINNY
My brother is older; he's tall and skinny.

- comparing likes, dislikes and preferences, for example:
PRO1 LIKE APPLE PRO1 DON'T-LIKE ORANGE
I like apples but I don't like oranges.

- exploring different ways of expressing emotion through the use of NMFs and lexical signs, for example:
PRO3 TEASE_{-me}
She teased me.
NOW PRO1 HAPPY BEFORE PRO1 CRANKY

I'm happy now but before I was cranky.

▶ Auslan

- sharing their opinions about classmates or classroom resources using evaluative language and superlatives, for example:

S-A-M RUN FAST C-H-R-I-S WOW FAST SPEED

Sam runs fast but Chris runs the fastest.

THAT BEST COMPUTER

That's the best computer.

▶ Auslan

- sharing information about personal experiences or recent events, using time markers that incorporate numerals, such as THREE-DAYS-AGO, NEXT-WEEK, LAST YEAR, IN-TWO-DAYS
- referring to family members' and classmates' names using fingerspelling or sign names as appropriate

- describing class activities using plain or indicating verbs, modifying the indicating verbs some of the time, for example:

THERE SIT BOOK READ, FINISH PUT++

Over there we sit and read books, and when we're finished we put them away.

PENCIL PRO1 GIVE++

I'll give out the pencils.

▶ Auslan

- conversing with friends using appropriate turn-taking strategies
- asking and answering questions related to time, place, number, days of the week, months and seasons, for example:
WHY SHOULD LOOK_{-left} LOOK_{-right} BEFORE ROAD CROSS
Why do we need to look left and right before crossing the road?
ONE WEEK DS:length HOW-MANY DAY?
How many days in a week?

▶ Auslan

- describing relationships between members of their family or between classmates, for example:

PRO3 POSS1 COUSIN WE2 GOOD FRIEND.

She's my cousin; we're good friends.

POSS3 FATHER PUNISH PRO3

Her father punished her.


▶ Auslan

Participate in group learning activities that involve taking turns, playing action games, making choices or swapping and classifying items

[Key concepts: play, action-learning, problem-solving; Key processes: participating, playing, collaborating]

(ACLASFC002)






- participating in signing songs and games that involve repeated signs, gestures and NMFs, for example, *I went to the market and I bought ... Old MacDonald had a farm ...*
 - participating in activities that involve classifying objects by attributes such as shapes, colours and numbers
 - following directions in activities such as an obstacle course or action game, using directional terms or depicting signs such as
DS:turn-left DEAD-END DS:turn-right
Go left, then at the end turn right.
PLEASE BRING MILK FRIDGE DS:open-door POINT
Please bring the milk; it's at the bottom of the fridge door.

 - playing games that involve choice, memory or information exchange to reinforce number skills or language patterns
 - collaborating in art or craft activities that involve making decisions about choices or contributions
 - participating in barrier games and other information-gap activities that focus on describing appearance or scenes, such as a game of 'Guess Who' on paper with some characters named on paper A and some not named on paper B, and vice versa; taking turns to describe appearance of the characters with no name and having partner fingerspell their names back
 - participating in role-plays that involve scenarios such as ordering a meal, buying food or other items, transacting payment or giving feedback
-

Participate in classroom routines and activities such as following directions, attracting attention, responding to questions and turn-taking

[Key concepts: direction, response, support, protocol; Key processes: participating, responding, interacting, turn-taking]

(ACLASFC003)



- recognising their own and their classmates' fingerspelled names used in games or routines such as roll call
- asking for help, offering assistance or requesting permission in polite ways, for example:
PLEASE HELP_{-me}?
Can you help me, please?
CAN SHARE?
Can we share these?

- demonstrating attentive watching across a range of school contexts, such as assemblies or classroom discussions
- following instructions for class routines, for example:
PLEASE WITH-2++ DS:sit-opposite
Please find a partner and sit opposite each other.
DS:line-up PLEASE
Line up, please.
LOOK-AT_{-me} PRO1
Look to the front.

- gaining others' attention in appropriate ways, relying less on tap and more on other strategies, and responding to others' attempts to gain their attention
- following protocols such as stopping when lights are flashed, and observing appropriate distance between signers
- learning to be a supportive group discussion member, for example by asking relevant questions, providing feedback, prompting, using NMFs to indicate agreement or disagreement
- formulating different kinds of open and closed questions, including WHEN, WHY and HOW questions
- signing appropriately to maintain or change a topic, to remain on task and take turns
- interacting with each other or the teacher by using eye gaze and other NMFs to indicate agreement/disagreement or understanding/lack of understanding
- negotiating turn-taking, for example:
PRO1 FIRST YOUR-TURN
It's my turn first, then your turn.

- watching, remembering and responding to increasingly complex instructions of two or more steps, for example by moving or locating objects in the classroom
- using the appropriate NMFs for asking questions and making statements when interacting in small groups

Informing

Elaborations

Identify specific points of information in simple Auslan texts and use the information to complete guided tasks

[Key concepts: information, family, games, hobbies; Key processes: collecting information, identifying, retelling, categorising, recording]

(ACLASFC004)



- retelling and responding to key points of information in class messages, directions or introductions
- gathering information from their peers about topics such as family members, favourite foods, toys or games to report back to the class
- identifying information in simple Auslan texts that relates to properties such as colour, number, size or shape and responding through activities such as manipulating concrete materials and objects
- identifying and categorising signs in simple Auslan texts according to handshape
- following a signed text that involves several steps to progressively collect information needed to complete a task, such as an obstacle course
- watching short Auslan texts about topics such as hobbies, animals or sports, recording key points of information using tables or graphic organisers
- watching a presentation by a teacher, peer or visitor and recalling and retelling specific points of information
- recording new language in personal sign dictionaries acquired from simple Auslan texts in different curriculum areas, for example, when learning about the weather or countries of the world


Present information about self, family, people, places and things using signed descriptions and visual prompts

[Key concepts: self, family, routines, home, community; Key processes: providing information, describing, presenting, demonstrating, labelling, reporting]

(ACLASFC005)



- describing an object, animal or person using lexical adjectives, for example colours, or SASS depicting signs relating to size and shape
 - contributing to a digital class presentation such as a video by signing a description of their own photo or piece of work
 - demonstrating a simple procedure using list buoys and related sign vocabulary to demonstrate the different steps
 - labelling objects in the classroom and in learning resources such as books and wall charts with pictures of signs
 - recounting to the class details of a personal experience such as a holiday or weekend event
 - reporting aspects of their daily routines or family life, such as how they travel to school or what they eat for lunch
 - categorising and displaying pictures of signs, for example on a handshape wall
 - presenting specific information such as a weather report using visual prompts or a digital presentation
 - sharing information about their family, home or local community with their classmates, for example, through signed commentary to a display or digital presentation
 - reporting key elements obtained from predominantly visual infographics or diagrams related to different learning areas, for example, life cycle charts
 - providing information needed to complete an information-gap activity, for example, '20 Questions' with yes/no answers, or 'Guess Who?'
-

Creating	Elaborations
<p>Participate in a range of imaginative experiences and respond through drawing, telling with familiar signs and written words or enacting with constructed action</p> <p>[Key concepts: imagination, story, character, emotion; Key processes: viewing, retelling, expressing, responding, interpreting]</p> <p>(ACLASFC006)</p> 	<ul style="list-style-type: none"> viewing fairytales or stories from sources such as National Simultaneous Storytime books, demonstrating understanding through retelling or enacting engaging in imaginative play that involves the creation of mood or momentum through repeated use of signs, handshapes and facial expressions to modify manner or intensify adjectives responding to forms of Deaf art such as handshape creations, for example by reproducing key elements in their own artwork and indicating emotional response using lexical signs such as LOVE, LIKE, LOOK GOOD, NOT BAD, UGLY responding to performances of Deaf poetry that evoke emotions such as sadness, fear or excitement, for example by indicating enjoyment or personal feelings interacting with a signing puppet or doll in a fantasy context or situation, for example by asking questions such as WHAT YOUR NAME? or YOU HUNGRY G:WELL? participating in indoor and outdoor games that use signs, handshapes and body movements in creative ways and focus on all Auslan parameters, for example, 'Simon Says' participating in Auslan games that use simple clauses in creative ways, for example, playing the improvisation game 'Space Jump' drawing a personal interpretation of a 'visual vernacular' description of a character's appearance viewing short Auslan stories and responding by identifying and comparing favourite elements, characters and events

Express imaginative experience through creative games, role-play and mime, using familiar signs, modelled language and constructed action

[Key concepts: imagination, emotion, expression; Key processes: creating, enacting, expressing, experimenting, imagining]

(ACLASFC007)



- changing elements of favourite stories to create their own versions, with a focus on varying manner or constructed action
- interacting with imaginary characters using lexical and non-lexical signs and NMFs to express emotions such as excitement, fear or amazement
- using iconic signs to create their own variations on familiar nursery rhyme actions, such as in 'Incy Wincy Spider'
- depicting the movement of people, animals or means of transport by using handshapes in creative ways
- creating amusing sequences of signs using a fixed handshape, such as YOU THINK PRO1 SHY
- experimenting with NMFs and handshapes to play games such as 'Simon Says', taking turns to be Simon
- experimenting with facial expressions to match different emotional expressions, such as HAPPY, SCARED, TIRED
- changing an aspect of a cartoon or picture story, using gestures, handshapes and NMFs to explain differences
- representing objects using combined bodies and hands in amusing or creative ways
- exploring the use of constructed action such as eye gaze change, body shift and head orientation when enacting imagined adventures
- making their own handshape creations
- assuming the role of a character from a story and responding to signed questions from classmates, such as:
YOUR NOSE DS:long-nose WHY?
Why is your nose so long, Pinocchio?

▶ Auslan

Translating

Translate familiar words and phrases from Auslan into English and vice versa, using visual cues, signs and English words, noticing how signs and words differ

[Key concepts: similarity, difference, meaning; Key processes: noticing, recognising, identifying, translating, explaining]

(ACLASFC008)



Elaborations

- recognising that every language uses words or signs to make meaning
- identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet
- participating in shared reading of children's books containing Auslan images and English text, asking and answering questions about unfamiliar words and phrases, and noticing the comparative number of signs and words used in the book
- translating simple Auslan signs to family and friends by fingerspelling or writing the English word, for example, DOG, CAT, BIRD
- comparing Auslan expressions used in everyday interactions such as greetings with equivalent English expressions, for example, HOW-ARE-YOU? compared to *How are you?*

Create simple print or digital texts such as labels, posters, wall charts or cards that use both Auslan images and English words

[Key concepts: code, translation; Key processes: labelling, creating, captioning]

(ACLASFC009)



- labelling objects and classroom items in both English and Auslan, using posters, word cards and alphabet cards, pictures and images of Auslan signs and words, for example, 'a is for apple' with a fingerspelled letter for 'a'
- creating and using handshape images to represent signs and label with words, for example, flat hand = **FISH**
- developing a simple handshape dictionary with English captions
- using photos of family members to create a family tree or similar representation of relationships, captioning and labelling in English with corresponding images of Auslan signs for each family member

Identity

Elaborations


Explore ideas of identity, social groupings, relationship, space and place, and how these relate to the Deaf community

[Key concepts: identity, self, relationship, community, place, space, connection; Key processes: identifying, exploring, describing, talking about]


(ACLASFC010)



- describing themselves as belonging to their family and to social groups such as their class or age cohort of deaf children
- exploring concepts of difference and sameness
- representing their relationships with others by drawing pictures, adding captions to photos, creating posters or digital presentations to depict their family, labelling immediate and extended family members as *deaf* or *hearing*
- identifying themselves as members of different groups and describing their relationships with deaf, hard of hearing and hearing children, family members, the Deaf community and the wider 'hearing' society
- identifying and describing physical markers of identity among deaf children, for example hearing devices such as hearing aids, cochlear implants and FM systems
- identifying and discussing their own and each other's family names, given name/s and name signs
- identifying elements of their behaviours or relationships that mark their individual or Deaf community identity such as the use of Auslan
- identifying places that are significant to them personally and are important to their identity
- exploring relationships between place, space and people, considering why some places and spaces make deaf people feel comfortable and promote a sense of belonging, for example those that facilitate face-to-face communication
- considering roles and responsibilities in relation to membership of a Deaf community, for example by describing how they can help others to be aware of their communication preferences in the classroom or with extended family
- exploring their shared experience as 'people of the eye', for example by identifying the importance of space for waving or using flashing lights to gain attention or to give visual applause

Reflecting	Elaborations
<p>Notice similarities and differences between Auslan and spoken languages in relation to ways of interacting, sharing stories and playing games</p> <p>[Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding]</p> <p>(ACLASFC011)</p> 	<ul style="list-style-type: none"> comparing aspects of their lives as signing children with those of non-signing children represented in digital images, video clips or stories, for example, ways of playing games, telling stories or interacting at school, home and in the community discussing changes or adaptations they have to make to their communicative style when interacting with non-signers

Understanding


Systems of language	Elaborations
<p>Recognise the main formational elements of handshape, movement and location in Auslan signs, and understand that a sign is the same as a spoken or written word even though it can be iconic</p> <p>[Key concepts: handshape, movement, location, iconicity; Key processes: noticing, recognising, understanding]</p> <p>(ACLASFU012)</p> 	<ul style="list-style-type: none"> noticing the handshape of individual signs, and identifying signs that are made with a particular handshape, for example, COCKATOO (hs:5) and SOCCER (hs:fist) recognising that signs are categorised by the handshape at the start of the sign understanding that signs can be organised by handshape, for example in Johnston's Auslan dictionaries or localised handshape dictionaries in schools, and that this is useful if an English word for a sign is not known noticing the path movement of a particular sign and identifying signs associated with the major types of path movements, for example, THROUGH (forwards) or FULL (down to up) noticing the five major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), TALK (hand) and ONE (signing space) understanding that sounds in English words are like handshapes, movements and locations in Auslan in the sense that they are combined together to make signs recognising that some signs are iconic, linking to the appearance of a referent, for example, HOUSE, TREE, DRINK, ELEPHANT and that some are not, such as SISTER, WHY, SIMPLE recognising that unlike English, which can be spoken or written, signed languages are not usually written down but occur 'through the air' experimenting with different methods of capturing the signed language, such as: a class-invented script, drawing pictures, videoing, English glosses or ASL-phabet

Recognise that signing happens in a finite space that can be used meaningfully within individual signs, learning in particular how depicting signs, some verbs, pronouns and enacting make use of spatial relationships

[Key concepts: signing space, numeral incorporation, verb modification to show who; Key processes: explaining, describing, noticing, identifying]

(ACLASFU013)



- realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming
 - describing the range of signing space in normal signed discourse
 - noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages (for example, 5-YEARS-OLD) or adverbs of time (for example, 3-WEEKS-AGO) or pronouns (WE3, WE4)
 - noticing that Auslan pronouns are different from English ones because they don't show gender but they can show location and a specific number of referents, for example, WE2 (inclusive) and WE3 (inclusive) or WE2-NOT-INCLUDING-YOU (exclusive)
 - noticing that enacting a role or modifying the beginning and end locations of some verbs can show the referents involved, for example:
PRO1 ASK PRO3 versus PRO1 ASK_{-her}
PRO3 ASK_{-me} CA:I-was-shocked

 - identifying what sort of things can be represented in a DS by a particular handshape, for example a distant *person*, *pole* or *tree* can be represented by a point handshape, and a *cylinder* can be traced by a C handshape
-

Recognise that groups of words combine to make clauses and include nouns and pronouns (people, places, things), adjectives (qualities) and verbs (happenings, states); and distinguish between statements and questions based on non-manual features

[Key concepts: sign class, clauses, telling versus showing; Key processes: recognising, observing, distinguishing]

(ACLASFU014)



- categorising noun signs into those for people, animals, places or things
- understanding that proper nouns can have a sign name or be fingerspelled
- knowing that adjectives describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD)
- identifying verb signs (SIT, EAT, FEEL, WONDER, HAVE) and recognising that they are central to a clause
- recognising that there is no verb 'to be' in Auslan
- understanding that a clause is one or more signs expressing a single idea and that a clause has at least one verb, but often one or more nouns as well, for example,
CALL-him
I called him.
MAN THERE GO-TO POSS3 HOUSE
That man went to his house.
BIG MONSTER SCREAM
A big monster screamed.

▶ Auslan

- recognising different nouns in clauses, including those that are shown with a pointing sign, such as GIRL READ versus PRO3 READ, or VISIT FRIEND versus VISIT PRO3
- noticing that Auslan has more flexibility in word order than English
- distinguishing between clauses that are statements and those that are questions
- knowing that signing involves either telling with signs or showing with DSs and periods of constructed action (CA)
MAN WALK SLOW
DS(point):man-walks-slowly
CA:man-swinging-arms-nonchalantly

▶ Auslan

Understand that texts are made up of units of meaning, such as words, gestures or sentences/clauses and that different types of texts have particular features that help serve their purpose

[Key concepts: text, referent; Key processes: recognising, identifying, discussing]

(ACLASFU015)



- recognising that texts are made up of one or more clauses which together make meaning
- recognising that different signed texts serve different purposes, and discussing and comparing these purposes (for example, the text genre *procedure* is to explain how, a *narrative* is to narrate, tell or entertain)
- identifying characteristic structures and features of particular types of Auslan texts and noticing how they suit the intended purpose, for example, the expression of emotions in a recount compared to presenting facts in an information report
- identifying different signs used by a signer to refer to the same person in a text, considering how this helps to maintain interest and understanding

Language variation and change

Elaborations

Understand that all languages including signed languages vary and borrow words and signs from each other
[Key concepts: dialect, language borrowing, variation; Key processes: noticing, recognising]

(ACLASFU016)



- understanding that there are two main Auslan dialects: the southern dialect used in Victoria, South Australia, Western Australia, the Northern Territory and Tasmania and the northern dialect used in New South Wales, Queensland and the Australian Capital Territory
- viewing videoed examples of Auslan signers from different parts of Australia, identifying the different signs used in southern and northern dialects, for example, signs for colours and some numbers
- noticing that words such as proper nouns for names of people, places or schools are borrowed from English by fingerspelling and mouthing, but some also have sign names
- recognising that Auslan borrows from other languages just as English does, and collecting words and signs used in their everyday lives that come from different signed and spoken languages
- noticing the variation in 'handedness' between signers in relation to signs and fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite

Language awareness

Recognise that Auslan is a legitimate language, one of many languages used in Australia and around the world
[Key concept: language diversity; Key processes: identifying, recognising, comparing]

(ACLASFU017)



Elaborations

- identifying different languages used by their classmates or members of their families, for example by creating a class profile or language map
- exploring similarities and differences between the many languages used in Australia and represented in the school, including spoken and signed Aboriginal and Torres Strait Islander languages, and comparing the ways different languages use writing, sound/speech, gestures, drawings, art and signs to communicate
- recognising the unique nature of signed languages and understanding that there are many different signed languages in use around the world, including in Aboriginal and Torres Strait Islander communities, and that there is not one 'universal' signed language
- recognising that Auslan is a legitimate language, different from mime and gestures such as those used to accompany songs in spoken languages

Role of language and culture

Elaborations

Understand that people use language in ways that reflect their culture, such as where and how they live, who they live with and what is important to them

[Key concepts: language, culture, community, observable phenomena; Key processes: noticing, recognising, questioning, making connections]

(ACLASFU018)



- recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own
- appreciating that culture and cultural difference means that people may value different things or live differently, and noticing observable examples of such difference, such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs)
- exploring how hearing people live in ways that may be different from how deaf people live, for example by responding to stimuli such as: *Compare how deaf and hearing people know someone is at the front door.* or *How do deaf and hearing people wake up in the morning?*
- recognising the importance of facial expression, eye gaze and non-manual features in conveying information in a visual-gestural language and culture
- recognising the importance of language, community and culture in relation to their own lives and in relation to other language groups and their communities
- considering how some spaces make deaf people feel comfortable, for example, contexts where distance between signers allows for easy visual access

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with the teaching team, class visitors and each other to share information about themselves, their families, friends, routines, pastimes and experiences. They use fingerspelling or sign names as appropriate and lexical adjectives or size and shape specifiers (SASS) depicting signs (DS) to describe the appearance and characteristics of family members, friends or teachers, for example, POSS1 BROTHER OLD++ TALL SKINNY or POSS3 SISTER FRECKLES. Students recount shared and personal experiences and favourite activities, using plain or indicating verbs that are modified, such as PRO1 GO-TO_{-right}, PLAY_{-continuous}, RETURN_{-left}, or LAST-WEEK PRO1_{-plural} VISIT NANNA. They sequence events correctly using time markers such as YESTERDAY, LAST-YEAR, TWO-DAYS-AGO. They use everyday social exchanges such as greeting, thanking and apologising, and express feelings through the use of NMFs and lexical signs. They compare likes, dislikes and preferences, for example, PRO1 LIKE APPLE DON'T-LIKE ORANGE. They use appropriate NMFs to ask and respond to a range of **wh**- questions and **yes/no** questions. They indicate agreement/disagreement or understanding/lack of understanding by using other NMFs. They follow directions for class routines, for example, PLEASE DS:line-up-facing-front, and give and follow instructions of two or more steps, using directional terms or DSs such as DS:turn-left T-JUNCTION DS:turn-right. Students follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing, and observing appropriate distance between signers. They recall and retell specific points of information from texts such as class messages, directions, introductions and 'visual vernacular' descriptions, and they recognise familiar fingerspelled words. They follow procedural texts involving several steps and retell them using list buoys. They view short Auslan stories and respond by identifying and comparing favourite elements, characters and events. They use features of constructed action (CA) such as shifting eye gaze, or head or body-head orientation when creating imagined texts, and use NMFs to modify manner or intensify adjectives, such as REMEMBER PRO1 JUMP_{-really-far-and-high}. They identify themselves as members of different groups and describe their relationships with deaf, hard of hearing and hearing children, family members, and the community. They identify similarities and differences between how people interact and share stories in Auslan and in spoken languages.

Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages. They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of signs, fingerspelling, NMFs and non-conventional gestures. They recognise and describe the main elements of Auslan signs: handshape, movement and location; and identify and categorise signs according to these. They recognise that some signs link to visual images, for example DRINK, ELEPHANT. Students know that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing, and that locations or orientations of signs can be modified meaningfully, for example to show who is involved in an event. They recognise that signers can **tell** with lexical signs or **show** with DSs and CA, and that clauses include a verb and sometimes nouns. They recognise the importance of facial expression, eye gaze and NMFs in a visual-gestural language and culture.

Years 3 and 4

The nature of the learners

Learners at this level are developing their cognitive and social capabilities and their communicative repertoire in the language, as well as becoming increasingly aware of their social worlds and their membership of various groups, including the Deaf community. They are more independent and less egocentric, enjoying both competitive and cooperative activities. Learners are able to conceptualise and reason, and have better memory and focus. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Auslan learning and use

Learners in this band engage in a range of activities involving watching and responding to signed texts. They build proficiency through the provision of rich language input from a variety of sources where grammatical forms and language features are purposefully integrated. They develop more elaborate conversational and interactional skills, including initiating and sustaining conversations, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion.

Learners at this stage express ideas and feelings related to their personal worlds, give and follow directions, negotiate with and persuade others, paraphrase content of texts, form factual questions to request information, check and clarify understanding and participate in play and shared tasks, including planning and rehearsing presentations or performances.

They watch and create short texts on topics relevant to their interests and enjoyment, such as family, pets, favourite activities or food. They continue to build vocabulary that relates to a wider range of domains, such as areas of the curriculum that involve some specialised language use. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team in the language classroom and the school environment, with some sharing of their learning at home. Additional enrichment and authentication of learning experience is provided through interactions with elders and other signers in the Deaf community. Access to wider communities of Auslan signers and resources also occurs through virtual and digital technology.

Texts and resources

Learners interact with a growing range of live and digital signed texts. They engage primarily with a variety of teacher-generated materials, stories and games, and with materials produced for young signers, such as storytelling apps. They have access to materials produced for signing children from the BAZSL family of languages as a means of broadening their cultural knowledge and awareness of the diversity of language experience.

Features of Auslan use

Learners recognise and apply elements of Auslan grammar, such as marking manner or aspect on verbs. They use increasingly sophisticated means of showing constructed action, and of using space to track a character or location through a text for purposes of cohesion. They develop metalanguage for talking about language, understanding and using terms such as fully- or partly-lexical signs, entity, handling or SASS depicting signs, constructed action, and adverbs and clauses.

Learners talk about differences and similarities they notice between Auslan and English, and also between cultural behaviours and ways of communicating. A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, and non-verbal and cultural dimensions of language use with communicative and purposeful learning activity.

Learning Auslan in school contributes to the process of making sense of the learners' worlds, which characterises this stage of development. Students are increasingly aware that various signed languages are used in Deaf communities across the world. As they engage consciously with differences between languages and cultures, they make comparisons and consider differences and possibilities in ways of communicating in different languages. This leads them to explore concepts of identity and difference, to think about cultural and linguistic diversity, and about what it means to speak more than one language in the contemporary world.

Level of support

While learners work more independently at this level, ongoing support is incorporated into tasks, and the process of learning is supported by systematic feedback and review. Form-focused activities, particularly those increasing metalinguistic awareness, build grammatical knowledge and support the development of accuracy and control in Auslan. Opportunities to use this knowledge in meaningful activities build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete learning activities; make time for experimentation and polishing rehearsed texts; and provide support for self-monitoring and reflection. The language students see is authentic with some modification. Discussion supports learning and develops learners' conceptual frame for talking about systems of language and culture.

The role of English

Auslan is the principal medium of instruction in L1 pathway classrooms. English plays a complementary role; for example, it is used when translating, creating bilingual/multilingual texts or comparing and contrasting languages. Discussion in Auslan supports learning, develops conceptual frames and builds metalanguage. The process of moving between languages consolidates the already established sense of what it means to be bilingual or multilingual and provides opportunities for reflection on the experience of living interculturally in intersecting language communities. Auslan is learnt in parallel with English literacy and, for some children, spoken English. The learning of Auslan supports and enriches deaf children's learning of English, and vice versa.

Years 3 and 4 Content Descriptions




Communicating		
Socialising	Elaborations	

Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes

[Key concepts: self, routines, preferences, pastimes; Key processes: expressing, describing, comparing, recounting, persuading]

(ACLASFC019)



- sharing feelings about important experiences or events, for example:
PRO1 EXCITED HOLIDAY SOON
I am excited about the holidays.
POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD
I was sad when my friend moved away.

- discussing preferences in relation to school or community activities, using comparatives and superlatives
PRO1 LIKE MATH, SCIENCE BUT POSS1 FAVOURITE ART
I like maths and science, but my favourite subject is art.

- comparing routines or activities, using signs for time, sequence and location, such as:
WHAT TIME PRO2 GO-TO-BED?
What time do you go to bed?
EVERY MONDAY POSS1 CLASS LIST-BUOY-1
READING LIST-BUOY2 MATHS LIST-BUOY-3
SWIMMING. POSS2 CLASS G:WELL?
Every Monday my class has reading, then maths, then swimming. What about your class?

- telling each other about daily routines or habits showing aspectual marking on verbs to indicate frequency, such as brushing teeth for a long time
- interacting with younger children or with people who are just beginning to learn to sign, adapting language to suit the situation
- describing actions and activities using NMFs to show manner, for example, PRO1 **WORK** versus PRO1 **WORK**_{-hard}
- participating in online exchanges such as vlogs to compare daily routines or interests with other deaf children or families
- using persuasive language in social interactions with each other, for example:
PLEASE POPCORN GIVE-me++ BEG?
Please can I have some of your popcorn?

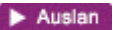
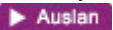

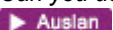
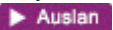
Contribute to class activities and shared learning tasks that involve transacting, planning and problem-solving, using collaborative language

[Key concepts: collaboration, roles, responsibilities, memory;

Key processes: negotiating, collaborating, planning, transacting]

(ACLASFC020)

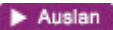

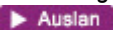
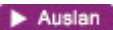





- working together in shared tasks such as cooking, craft activities or creating displays, signing questions or statements, for example:
BOOK WHICH WANT MAKE WHICH? PICK.
Which recipe do you want to make? You choose.
PLEASE PRO2 BRING SCISSORS PLUS PAPER?
Can you please bring scissors and paper?

- negotiating roles and responsibilities and expressing preferences when working on shared projects, using expressions such as I would prefer to do that; What job do you want to do?
PRO1 FILM PRO2 QUESTION_{-her}
I'll film; you ask her the questions.

- contributing to the development of a set of class rules
- engaging in activities such as treasure hunts that involve making choices, solving problems and giving and following directions, for example:
LIBRARY IN DS:turn-right AUSLAN DICTIONARY
DS:fat-book SHELF++ THAT. PLEASE BRING_{-me}
Go into the library, turn right and the Auslan dictionary will be on the second shelf. Bring that back to me.

- playing games that involve the exchange or discovery of hidden information, using descriptive language and appropriate questioning, for example:
HAVE BROWN EYES CURLY HAIR?
Does he have brown eyes and curly hair
CAN COOK WITH?
Can you use it for cooking?

- checking on understanding when completing learning activities, for example:
KNOW WHAT PRO1 MEAN?
Do you know what I mean?
THIS PRO2 FINISH THIS?
Do you think that's finished now?

- participating in games that involve turn-taking, active watching, memory and information exchange
- working together in design projects such as short films or displays to demonstrate content knowledge from different curriculum areas, sharing decisions about content, vocabulary and sequencing

Adjusting and responding to language and behaviour for various purposes in the classroom and wider school community, for example by asking and responding to questions, and indicating understanding
[Key concepts: respect, behaviour, protocol, group work; Key processes: clarifying, responding, asking and answering questions, encouraging]

(ACLASFC021)



- asking for repetition and clarification, for example:
WHAT?
What was that?
PLEASE AGAIN SIGN
Please sign that again.
WHAT MEAN?
What do you mean?

- responding to instructions when completing work or preparing for class
- adopting different roles for effective group or pair-work interactions, such as group leader, note taker or reporter
- using appropriate protocols when gaining the attention of a group, such as flashing lights, waving, multiple tapping or foot stomping in some contexts, waiting for eye contact or pauses in signing and using language such as EXCUSE or SORRY INTERRUPT or QUICK INTERRUPT when interrupting a conversation
- responding appropriately to impromptu or more formal class and school announcements, such as assembly procedures
- indicating understanding, for example:
RIGHT-YEAH
Aaah, right.

- clarifying points of information, for example by asking:
PRO2 MEAN...?
Do you mean ...?
THAT RIGHT?
Is that right?
...RIGHT PRO1?
... am I right?

- using eye contact and clear signing with peers, teachers, visitors and community members
- using an increasing range of interaction skills, such as initiating, maintaining and changing topics, remaining on task and taking turns in conversations
- understanding how to walk between signers engaged in conversation without interrupting
- developing appropriate conversational behaviours such as sharing ideas, acknowledging and extending others' contributions and making use of discourse markers, fillers and NMFs, such as:
SURPRISE
ooh (with appropriate intonation)
INCREDIBLE
No way!
WOW
Wow!
UM
um

- understanding and producing phrases to encourage and praise each other, for example, GOOD, EXCELLENT, CONGRATULATIONS

Informing	Elaborations
<p>Collect, classify and paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community</p> <p>[Key concepts: information, facts, vocabulary, findings; Key processes: recalling, paraphrasing, interviewing, surveying, recording, presenting]</p> <p>(ACLASFC022)</p> 	<ul style="list-style-type: none"> recalling specific points of information in signed classroom instructions or descriptions and responding to comprehension questions in Auslan paraphrasing the content of selected community texts, such as public service or promotional announcements on the Deaf Emergency Info website conducting an interview with a member of the Deaf community and reporting back to the class on key points using factual questions to request information about planned events or activities, for example in relation to details such as place, time or cost surveying peers about interests, preferences or routines, presenting findings in formats such as profiles, charts or graphs locating, organising and presenting information from Auslan resources related to other learning areas, such as science materials or cooking demonstrations, for example, <i>Sign & Cook for Kids</i> (Auslan Storybooks) learning new Auslan vocabulary and language structures through interacting with Deaf visitors and mentors, recording the new language in personal sign dictionaries
<p>Conveying information about aspects of school, culture and community, using knowledge of the intended audience to modify content</p> <p>[Key concepts: school, cultural events, games; Key processes: conveying information, explaining, planning, rehearsing]</p> <p>(ACLASFC023)</p>  	<ul style="list-style-type: none"> assembling an information pack about their school to support newly arrived deaf students using Auslan and visuals, including a signed glossary of the most relevant signs conveying information about cultural events, for example a digital report about a Deaf visitor for a school newsletter or a class website presenting factual information related to cultural activities and significant events such as Deaf festivals or sporting events, using visual supports such as a timeline explaining a favourite computer game, sport or playground game to a younger audience, highlighting key terms and supporting the information with pictures, gestures and demonstrated actions planning, rehearsing and delivering short presentations on chosen topics that take into account the particular purpose and intended audience relaying messages between different members of groups/teams during different stages of a group activity such as a cross-country or relay event, noting any changes in meaning or content at the end of the process signing a weekly informative text such as announcements, news updates or weather forecasts for the school website
Creating	Elaborations

Engage with imaginative texts such as stories, games, poems or cartoons, to demonstrate comprehension and express enjoyment

[Key concepts: story, emotion, expression, humour; Key processes: identifying, expressing emotion, re-enacting, experimenting, shadowing]

(ACLASFC024)



- viewing a signed story that involves progressive action, tension and resolution
 - identifying how signers use space to track a character or location throughout a text
 - viewing and responding to a range of Deaf poetry for children, for example by creating an alternative ending or extra verse
 - using NMFs to express changing emotions such as anticipation, fear or relief in response to elements of live or recorded signed stories
 - viewing and responding to short recorded skits, for example by re-enacting favourite elements and modifying manner or aspect to provide additional emphasis or expression
 - freezing cartoons or video clips of people/animals in amusing situations, signing a commentary on what has just happened and predicting what might happen next
 - experimenting with different Auslan parameters to create and perform examples of gestural humour, as modelled in performances by companies such as the Hong Kong Theatre of the Deaf
 - participating in games that focus on modifying manner or aspect for effect
 - viewing a theatre performance designed for a deaf audience and sharing their reactions to the experience of viewing a theatre performance designed for a deaf audience
 - engaging with different examples of Deaf humour or Deaf jokes and comparing them with examples of humour in spoken English or in silent films or mime
 - shadowing signed elements of theatrical or cinematographic texts that use handshapes, such as the scene with hand-faces in the film *Labyrinth*
 - comparing two signed versions of a story such as 'The Hare and the Tortoise' and indicating their preference for one version over the other
 - responding to elements of signed stories such as refrains or exclamations, for example by shadowing repeated signs, movements or facial expressions
-

Create or adapt imaginative texts and expressive performances that feature favourite characters, amusing experiences or special effects

[Key concepts: emotion, humour, performance, character; Key processes: creating, performing, adapting, dancing]

(ACLASFC025)



- performing stories for a live audience with a focus on the visual communication of emotion and humour
- adapting an element of a familiar cartoon or story to achieve a different effect, for example by varying the use of manner
- adapting a signed advertisement for a product popular with their age group to create a change in effect, for example by inserting additional elements, mood or characters
- signing stories or participating in play-based activities that require the use of constructed action to represent other people's actions, thoughts, feelings or attitudes
- adapting key elements of a popular picture book to create a short signed performance suitable for younger children being introduced to Auslan
- experimenting with the genre of storytelling, adapting the use of signing space and signing techniques and changing perspectives according to character
- performing an adaptation of a humorous story with two or more characters, using elements of constructed action such as shifting eye gaze and head orientation
- creating the next scene, a new character or an alternative ending for a signed fable, short story or cartoon
- choreographing and performing music-less dance, focusing on matching timing, beat and rhythm
- creating original handshape poetry to present at a school assembly or community festival
- playing with light and shadow, handshapes and movement, for example in shadow puppet performances

Translating

Elaborations

Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story or captions, noticing similarities, differences and instances of equivalence
[Key concepts: literal, difference, meaning, equivalence; Key processes: comparing, matching, identifying, translating]

(ACLASFC026)



- comparing key signs in Auslan used in versions of children's stories, for example, 'Jack and the Beanstalk', to English words used in written texts, and noticing how signs can convey rich, multilayered meaning which might not have a direct match in English captioning
- playing matching-pair games with Auslan sign flashcards and English word cards, matching cards in both languages associated with concepts such as weather or animals
- discussing the types of words/signs that seem to have direct matches/equivalents and those that equate to chunks of English in a single sign, for example GO-TO meaning *to travel to/to attend/to go to* in English
- identifying the iconicity of some signs, such as RAINBOW or DRINK, and how similar they are to the object/referent, and discussing how this transparency might help 'translatability' of concepts for non-signers
- identifying a list of gestures used by deaf people that might be easily understood by hearing people, for example, head nodding and shaking, pointing to the wrist for *time*, shrugging shoulders for *don't know*
- creating a class signed translation of repeated lines in familiar children's stories, such as *I'll huff and I'll puff and I'll blow your house down* and filming segments of such stories to screen to younger children in story reading sessions

Create bilingual versions of different types of texts, such as captioned recordings of Auslan phrases or classroom resources such as posters and digital displays
[Key concepts: bilingualism, meaning; Key processes: creating, identifying, categorising]

(ACLASFC027)



- creating captions in English for basic recorded signed texts, for example, a 'welcome to the school' video
- creating bilingual texts for the classroom or school community, such as posters including signed images or digital library displays, and discussing how to represent meaning in different languages for different audiences
- creating cards for use by younger children that contain pictures, labels and signs, for example, cards relating to different forms of transport
- making their own bilingual picture dictionaries with English labels, images and simple descriptions of signs, identifying and categorising signs according to handshape

Identity

Elaborations

Consider how individual and community relationships combine to create family and social networks, influence social behaviours and contribute to a sense of belonging and identity
[Key concepts: identity, relationship, belonging, place, behaviour, ways of interacting; Key processes: exploring, sharing, describing explaining]

(ACLASFC028)



- creating individual family trees and identifying deaf and hearing family members
- interacting with Deaf elders to discuss visual ways of being, interacting and behaving associated with identity
- designing visual representations such as concept maps, posters or captioned slide presentations to show individual and group connections within the Deaf community such as friendship, family or sporting groups, or state and national Deaf community associations, discussing how these contribute to a sense of identity
- exploring the concept of 'family' as it relates to the Deaf community, considering how it extends beyond the traditional concept to include broader social networks
- explaining how deaf families play a key role in language maintenance and shared sense of identity across generations
- exploring how name signs are created and form part of an individual identity, for example by providing contemporary examples such as signs for their peers, teachers and Deaf elders
- using a vlog journal entry to discuss how having peers who share the same language develops social bonds, personal confidence and a sense of shared identity
- responding to presentations by Deaf visitors to the classroom who share their experiences of education, family life, social networks, community and sense of identity, for example by discussing similarities and differences to their own lives
- sharing views on why certain places have special significance to the Deaf community, evoking a sense of belonging and pride and representing particular bonds between people, place and experience, for example, Deaf schools or sites of historic significance such as original Deaf Society/Mission buildings or other former meeting places
- identifying how deaf people share modifications to space to maximise visual attention, such as adjusting seating or removing visual obstacles

Reflecting

Elaborations

Describe some ways in which Auslan and associated communicative behaviours are similar to or different from wider community spoken languages and forms of cultural expression

[Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]

(ACLASFC029)



- reflecting on their observations of similarities and differences between ways of communicating in Auslan and in Australian English in different social situations, for example, when greeting/leave-taking, introducing people or using body language, facial expression and eye contact
- considering the impact of the increased use of Auslan among their hearing peers when members of their school community are learning Auslan, and reflecting on their experience of interacting with these learners
- comparing their own and each other's reflections on the experience of learning and communicating in English as a second language
- reflecting on similarities and differences in communication that relate to culture, such as the extent of incidental learning available to hearing children compared to deaf children through interaction with their external environment, for example by overhearing conversations or news on the radio
- reflecting on the need for sustained eye contact when using Auslan in order to understand a message and before teacher instructions can proceed, and considering how this differs for hearing students in a spoken language environment
- describing how it feels to use Auslan to communicate outside their inner circle or school, or to watch Auslan being used by others, for example by responding to questions such as *What are the main differences you notice when observing a conversation between deaf people and one between hearing people?*

Understanding

Systems of language

Elaborations

Identify and demonstrate how the formational elements of handshape and its orientation, movement, location and non-manual features can be arranged in signs which may be iconic, and explore ways of recording Auslan

[Key concepts: orientation, hand dominance, iconicity, non-manual features, recording language; Key processes: identifying, recognising, comparing, distinguishing, comparing, describing, decoding]

(ACLASFU030)



- noticing the orientation of handshapes in signs
- identifying and demonstrating signs with a change in handshape, for example FIND or BEST
- identifying and demonstrating signs with a change in orientation, for example CAN-NOT or HOW
- distinguishing between single, double and two-handed signs, and identifying which hand is dominant and which is non-dominant in two-handed signs
- thinking of body-anchored signs, such as HEAD or WHY, and signs that are not body anchored, such as HAVE or STOP and recognising that non-body anchored signs can be located in space around the signer
- understanding that NMFs can also be an element of a sign and can show emotional states such as a happy expression or grammatical information, for example, a frown to mark a negative
- comparing iconic signs that provide visual images of referents, such as DRINK, ELEPHANT, with English words that map to the sound images of the referents, such as animal noises, or words for sounds such as *bang*
- describing how the movement changes between groups of related numbers, for example, 5, 15, 50, 5th
- learning to film themselves and analyse the video or to read simple glosses produced by the teacher, and understanding that the English word used is often not an exact match for the meaning of the sign

Observe that signers can include different information, including gestural overlays, within a single sign, and identify examples of signers using space grammatically through points, depicting signs and constructed action

[Key concepts: space, function of points, indicating verbs, depicting signs, constructed action; Key processes: recognising, identifying, discussing, comparing]

(ACLASFU031)



- recognising that Auslan has fully-lexical signs that are in the dictionary and have a standard handshape, movement and location, and partly-lexical signs that cannot be listed in a dictionary in all forms as they change their form each time they are signed, such as DSs
- noticing that fully- and partly-lexical signs can include grammatical information not included in a 'citation' form, for example, the sign TELL _{-me} is not listed separately to TELL (towards neutral space) and GO-TO includes GO-TO _{-often}
- discussing the functions of different pointing signs, such as pronouns, determiners and locatives
- understanding that some verb forms in Auslan indicate who is involved in a verb by changing the direction of the movement or orientation of the handshape
- noticing the relationship between the location of referents and the direction of some indicating verbs
- recognising who is the actor and undergoer of the verb in a clause
- identifying with support examples of DSs and becoming familiar with the terms *entity*, *handling* and *SASS DSs*
- comparing English adjectives with SASS DSs
- knowing that signers can reconstruct/act out their own or another's talk and/or actions and that this is called CA

Understand that clauses can be enriched through the use of adjectives and adverbs (when, where, how), often produced with non-manual features

[Key concepts: verb types, adverbs, clause structure, questions; Key processes: recognising, exploring]

(ACLASFU032)



- exploring different semantic types of verbs in a text, for example by showing how:
 - *doing* (WALK, WRITE) and *saying* (TELL, CALL-OUT, ANNOUNCE) verbs in narrative texts give information about a characters' actions
 - *sensing* (SEE, THINK) or possessing (THAT'S-TYPICAL-OF-THEM, OWN) verbs indicate what characters think, feel or own
 - *relating* verbs identify or describe a noun (for example, HAVE in PRO3 HAVE LONG-HAIR)
- noticing that some signs modify the meaning of verbs, such as READ **CAREFUL** and that these are called adverbs
- contributing examples of signs that tell:
 - when a verb happens (**IN-2-WEEKS** PRO1 HOLIDAY or WANT LUNCH **NOW**)
 - where a verb happens (PRO3 RUN **FAR** or COME **HERE**)
 - how a verb happens (**FAST** or **SLOW** or PRO2 **QUICK** FINISH)
- noticing that sometimes Auslan signers have information about how a verb happens through NMFs rather than separate signs, for example, WRITE ^{carelessly}
- noticing that clauses can be made more vivid by integrating CA or DSs to show with body or hands or by showing adverbial or adjectival meanings
- understanding that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun or nouns) and the surrounding circumstances (adverb or adverbs)
- distinguishing between yes/no questions and wh-questions and noticing that each type of question has different NMFs

Understand how signers make different language choices in different types of texts depending on the purpose and intended audience, and explore how space is used in Auslan for purposes of textual cohesion

[Key concepts: textual features, similarity, difference, cohesion; Key processes: identifying, examining, comparing]

(ACLASFU033)



- noticing that differing purposes in the creation of Auslan texts result in differing types and amounts of signing, for example, the use of more CA in narratives
- comparing a short text in Auslan with an equivalent type of English text (for example, a recount in both languages) and noticing similarities and differences in structure and language features
- identifying with support, examples of signers associating non-present referents with locations in signing space
- identifying examples of signers pointing to an established location to refer to something
- identifying how signers establish locations and noticing how this helps the audience to recognise who or what the referents are (actor and undergoer)

Language variation and change

Elaborations

Recognise that there is variation in Auslan use, for example in different locations or physical environments

[Key concepts: variation, adaptation; Key processes: identifying, recognising, exploring, considering]

(ACLASFU034)

- exploring similarities and differences in Auslan dialects through building webcam relationships with other schools or through identifying and collecting signs that differ in the 'northern' (NSW, Qld and ACT) and 'southern' (Vic., SA, WA, NT and Tas.) dialects, such as DINNER or AFTERNOON
- recognising that variation also occurs in spoken languages and noticing some different words for the same thing in English, such as cossie/cozzie, togs or bathers
- identifying Auslan signs or informal home signs that might be different from signs used by other people
- considering adaptations to Auslan use when communicating in different physical environments, such as in video chats, across a large yard, or when one or both hands are occupied, for example, variations in vocabulary, size of signing space, clarity of signs, use of fingerspelling and NMFs
- recognising variation in adaptation of signing between different users of Auslan, for example, people who are deafblind use hand-over-hand signing and tactile fingerspelling

Language awareness

Elaborations

Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of language vitality

[Key concepts: communication, culture, language vitality; Key processes: identifying, describing, recognising, understanding]

(ACLASFU035)



- identifying different ways Deaf community members communicate with each other and with members of the wider hearing community, including face to face or via technology such as NRS or VRS, through social media, the use of English or the use of interpreters
- describing the visibility and use of Auslan in the wider community, for example in television programs; on the news; at community events, sporting fixtures; and in emergency announcements
- recognising that Aboriginal and Torres Strait Islander peoples' use of signed languages is culturally determined and shaped by their beliefs and values
- exploring the vitality of Auslan and other spoken and signed languages, appreciating that a language with strong vitality is one used by many people in the home and other domains, across generations, to talk about most topics
- understanding that some languages used in Australia such as English have large numbers of users, while others, such as many spoken and signed Aboriginal and Torres Strait Islander languages, are endangered or in the process of being revived or reclaimed
- understanding that Aboriginal and Torres Strait Islander signed languages arise from specific needs, for example, certain cultural restrictions on speech, or the presence of deaf people
- identifying behaviours, rights, roles and responsibilities in relation to the ownership and maintenance of Auslan, and identifying how this ownership rests with the Deaf community and is determined by traditional social groupings/families, place, history and stories

Role of language and culture

Elaborations

Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan
[Key concepts: language, culture, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections]

(ACLASFU036)



- exploring culture as an essential part of human life, understanding that it is shared and passed on between generations and is closely connected to language and to identity
- understanding that culture is more than the visible aspects of people's lives; that it also includes invisible elements such as beliefs and values, how people think about themselves and others, how they relate to their social and physical environments, and how these understandings apply to themselves as users of Auslan and members of the Deaf community
- recognising that in each culture there are general rules for what to say and do, when, where and with whom, and that these rules differ from culture to culture, for example, the Deaf culture places greater importance on eye contact than cultures that communicate through spoken languages
- recognising that language reflects values and beliefs, such as in expressions of personal identity or in the recognition of others (*sameness* and *difference*), for example by identifying deaf family members as part of introductions, and by relaying cultural information about background and context and shared knowledge when interacting with others
- appreciating the social and cultural nature of deaf humour in a visual language

Years 3 and 4 Achievement Standard

By the end of Year 4, students communicate with each other, the teaching team and others about aspects of their personal worlds, daily routines, preferences and pastimes at school and in the Deaf community. They show aspectual marking on verbs to indicate frequency when communicating about daily routines, for example *pro3 tap-shoulder-repeatedly*, and use modifications to show manner when describing actions and activities. They initiate and maintain interaction by using discourse markers such as fillers, checking and clarifying their understanding. They contribute to class activities and shared learning tasks that involve transacting, planning and problem-solving, for example, by giving and following directions, LIBRARY IN DS: turn-right AUSLAN DICTIONARY DS: fat-book SHELF++ THAT. PLEASE BRING-me, expressing preferences, asking for clarification and using persuasive language PLEASE POPCORN GIVE-me++ BEG? They use appropriate cultural protocols in different situations, for example, to gain the attention of a group, such as flashing lights, waving, multiple tapping or foot stomping in some contexts, waiting for eye contact or pauses in signing and walking between signers without interrupting them. They paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community. They recall specific points of information and recount main points in correct sequence EVERY MONDAY POSS1 CLASS LIST-BUOY-1 READING LIST-BUOY-2 MATHS LIST-BUOY-3 SWIMMING. They plan, rehearse and deliver short presentations about topics such as cultural activities or events in the Deaf community, with the support of materials such as photos, props, timelines or maps. They take into account the purpose and intended audience of a text. They view imaginative texts such as stories, poems and theatre performances, identifying how signers represent their own or others' actions through constructed action (CA). They create simple imaginative texts of their own, using CA to represent their own or other people's actions, thoughts, feelings or attitudes. They create signed class translations, for example, of repeated lines in familiar children's stories, and simple bilingual texts for the classroom or school community, such as posters or bilingual picture dictionaries. Students identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride. They recognise that the single most unifying factor of the community is the use of Auslan; and they describe ways in which Auslan and associated communicative and cultural behaviours are similar to or different from wider community spoken languages and forms of cultural expression.

Students demonstrate how the formational elements of handshapes and their orientation, movement, location and non-manual features can be arranged in signs, identifying, for example, whether a sign is body anchored or not, or is single, double or two-handed. They know the functions of different pointing signs, such as pronouns, determiners or locatives; and can identify examples of signers using a location to refer to a previous referent. They use metalanguage to talk about Auslan, using terms such as *constructed action*, *depicting signs*, *indicating verbs*, *non-manual features*, *pointing signs* and *clauses*. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space. They identify different ways that Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters. They know that culture is closely related to language and to identity and that it involves visible and invisible elements.

Years 5 and 6

The nature of the learners

This is a key transitional phase of learning. Learners communicate more confidently, are more self-directed, and self-reference in relation to wider contexts. Response to experience is more analytical and critical, allowing for a reflective dimension to language learning and to referencing cultural frameworks. The curriculum ensures that learning experiences and activities are flexible enough to cater for learner variables, while being appropriate for learners' general cognitive and social levels.

Auslan learning and use

At upper primary level, learners use Auslan for a widening range of purposes, such as paraphrasing or summarising key ideas; conversing with visitors in formal and informal contexts, contributing their own ideas, questions and opinions; discussing cause and effect; providing instructions for a group activity; planning and conducting an interview; and contributing to discussions by clarifying and critiquing ideas and developing supporting arguments.

At this level, there is focused attention on language structures and systems, and comparisons are made between Auslan and English. Learners' communicative capabilities are stronger and more elaborate. They draw on a wider range of grammatical and lexical resources to compose and comprehend more complex language. With support, they build increasing cohesion and complexity into their signing in both content and expression. They watch a range of varied input from different sources and build more elaborate conversational and interactional skills. This includes initiating and sustaining conversations, using turn-taking protocols, 'reading' language for cultural and contextual meaning, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion.

Shared learning activities develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation. Individual and group oral presentation and performance skills are developed through researching and organising information, structuring and resourcing presentation of content, and selecting appropriate language to engage a particular audience. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people of the same age in other signing communities, accessing media resources, maintaining vlogs and other web pages, and participating in social networks.

Contexts of interaction

Learners interact in Auslan with each other and the teaching team and with members of their families who can sign, and the Deaf community. They have access to Deaf visitors and cultural resources in wider contexts and communities through the use of ICT and through the media. Language development and use are incorporated into collaborative and interactive learning experiences, games and activities.

Texts and resources

Learners engage with a growing range of signers and digital signed texts. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to BANZSL resources created for the Australian, New Zealand or British Deaf communities, such as children's television programs, websites, music or video clips. They also make use of texts from other signed languages that make extensive use of the 'visual vernacular'.

Features of Auslan use

Learners draw on grammatical and lexical resources to produce and understand more complex language. With support, they build increasing cohesion and complexity into their language production in both content and expression. Learners expand their understanding of Auslan grammatical forms and features, including mastering the range of grammatical NMFs and gaining full control of depicting signs. They increase their pragmatic skills, such as using eye gaze to gain, hold or finish a turn; making constructive comments to keep a conversation flowing; and sharing information and providing context to new participants to a conversation.

They build metalanguage to talk about aspects of language such as grammar, for example, identifying types of verbs in Auslan in terms of how they use space to indicate referents, as well as recognising the types of depiction available in Auslan. They begin learning how signers put these forms of depiction and enacting together into composite utterances. Discussion, reflection and explanation ensure the continued development of learners' knowledge base and metalinguistic and intercultural capabilities.

Understanding of the relationship between language, culture and identity is developed through guided investigation of how language features and expressions carry specific cultural meaning; through critical analysis of cultural stereotypes, attitudes and perspectives; and through exploration of issues related to personal and community identities. Learners take account of the variability of language use and practice in relation to various factors. They reference themselves in relation to similar variables, reflecting on the relationship between language, culture, identity and intercultural experience through the lens of their own bicultural experiences.

Level of support

While learners are becoming more autonomous and independent at the upper primary years, ongoing support is still incorporated into task activity, including explicit instruction, structured modelling and scaffolding, and provision of appropriate stimulus materials. Additional systematic feedback and review support the interactive process of learning. Learning experiences incorporate implicit and explicit form-focused language learning activities and examples of texts and tasks. Learners are supported to use electronic and print reference resources, such as word banks, dictionaries and translating tools, and are encouraged to adopt a critical approach to resource selection.

The role of English

Auslan is the primary language for classroom routines, discussions, reflections, interactions and language learning tasks, and for explanation of content drawn from other learning areas. English is used for metalinguistic analyses and comparisons, and within the 'Translation' sub-strand. English may also be used for researching cultural issues where relevant sources or materials are not available in Auslan.

Years 5 and 6 Content Descriptions

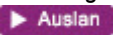
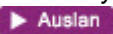
Communicating	
Socialising	Elaborations

Interact with people for different purposes, using descriptive and expressive language to give opinions, talk about themselves and show interest in others

[Key concepts: experience, opinion, values, ideas; Key processes: comparing, socialising, discussing, summarising, identifying]

(ACLASFC037)



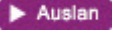


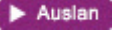
- comparing personal experiences and opinions and expressing agreement or disagreement in a respectful manner, for example:
AGREE YES or PRO1 AGREE
Yes, I agree.
PRO1 KNOW WHAT MEAN, BUT ...
I know what you mean, but ...
DOUBT
I'm not sure
AGREE-NOT
I don't agree ...

 - using NMFs and eye gaze to gain, hold or finish a turn when communicating in pairs or groups
 - discussing school experiences or events, for example:
THEATRE GOOD, LONG-^{really}
I liked the theatre performance but it was soo long.
SCHOOL SWIMMING RACE, GOOD BAD, PRO2 THINK WHAT?
What did you think about the swimming carnival?

 - using interactional strategies such as paraphrasing, questioning and interpreting non-verbal cues when communicating with their peers or teacher
 - participating in online exchanges such as vlogs with deaf Auslan users in other contexts to discuss topics of shared interest, such as peer pressure or family expectations
 - exchanging views with their peers to identify values that they hold as important, for example, caring for the environment or providing support resources for the deaf community such as subtitles on TV/movies
-

Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions

[Key concepts: negotiation, perspective, design; Key processes: planning, suggesting, organising, presenting]

(ACLASFC038)




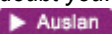
- working in teams to plan an event such as a performance for a younger audience or a presentation for school assembly
 - negotiating roles, responsibilities and priorities in activities such as cooking or science experiments, making suggestions such as:
PRO2 THINK BEST THIS FIRST, FINISH, NEXT THAT
Do you think we should do this first and when that's done, that next

 - and using conditional language such as:
IF FINISH, CAN NEXT++, IF NOT-YET HEADSHAKE
If we finish this we can go on to the others; if we don't, we can't.

 - organising activities such as excursions, using questions such as:
WE2 MEET WHERE?
Where are we meeting?
TIME MEET?
What time should we get there?
ARRIVE HOW?
How are we getting there?

 - using digital technologies to prepare a humorous, dynamic perspective on a controversial proposition, such as 'Homework should be banned' to present to teachers or parents
 - playing games that involve working competitively within groups to categorise or classify information
 - problem-solving in teamwork activities, using language such as:
HOW FIX SOLVE?
How can we solve this?
WHAT DO?
What can we do next?

 - planning, rehearsing and producing a performance for school assembly or parent open night
 - working in a group to plan a visual story to present to a younger group at school or via video
 - planning and conducting an interview with a deaf visitor to class, using questions to elicit extra information
 - working on collaborative tasks that involve negotiation and shared decision-making about content and design, for example, designing a class garden, creating digital picture books for 'buddy' classes, or promoting a school event
 - conducting, recording and presenting observations and findings of collaborative science experiments
-

Contribute to discussions and shared learning activities by asking and responding to questions to clarify or indicate comprehension, managing interactions and monitoring and evaluating their learning

[Key concepts: discussion, conversation, participation; Key processes: supporting, managing, clarifying, reflecting

(ACLASFC039)



- helping to manage discussion, for example by asking specific questions to check meaning, making constructive comments to keep conversation moving, reviewing ideas expressed and conveying tentative conclusions
- using strategies that support effective participation in shared learning activities, including signing clearly, pausing for others to respond, asking pertinent questions, rephrasing, repeating and linking their own contributions to those of others
- exploring and clarifying others' ideas and summarising their own, and reporting back to a larger group
- engaging in conversations and discussions with guest speakers, using active watching behaviours and contributing their own ideas, questions and opinions
- reflecting on their learning experiences, checking on their own and each other's progress and providing each other with feedback, advice or reminders
- sharing information and providing context for a new participant joining a conversation
- contributing to discussions by clarifying and critiquing ideas and developing and supporting arguments, using statements such as:
I FEEL YOU RIGHT TALK OVER BECAUSE...
I think it's good you are talking about, because...

- making connections between ideas, actions and effects, using reflective language such as:
FAIL WHY? BECAUSE THAT DS:length WRONG, FAIL
Because this happened ... then ...
IF LIE++, HAPPEN TRUE, PEOPLE STILL DOUBT.
If you always lie, when you tell the truth, people will still doubt you.


Informing

Elaborations

Identify, summarise and compare information obtained from different types of Auslan texts or from their own data collection

[Key concepts: informative text, topic, data, analysis; Key processes: interviewing, surveying, collating, analysing, summarising, presenting]

(ACLASFC040)



- viewing different types of informative Auslan texts, such as instructional sports videos or science demonstrations, showing understanding by responding to questions in Auslan
 - viewing live or recorded interviews or informal conversations between Auslan users in different situations and contexts, summarising key points and topics covered
 - collating and analysing information obtained from Auslan media reports on people or events, organising the information visually in a mind map
 - surveying a range of hearing and deaf people on an issue of shared interest, analysing and presenting results through short signed presentations or in chart, graph or table form
 - interviewing a deaf adult about their educational experiences and comparing these with their own
 - summarising and contrasting information contained in two differently sourced Auslan texts on a selected topic
 - summarising key ideas and information provided by deaf visitors using active watching behaviours and contributing questions and responses
-

Present information to describe, explain, persuade or report on different experiences or activities in ways likely to engage the intended audience

[Key concepts: report, audience, intention, technique; Key processes: instructing, informing, persuading, reporting]

(ACLASFC041)



- providing step-by-step instructions to peers, for example directions to a location or explanations of how to build a model
- creating signed announcements that use persuasive techniques to inform others about upcoming events, for example a Deaf theatre performance or National Week of Deaf People
- reporting in digital form on their experiences of shared events such as school camps or concerts to send as feedback to the organisers
- creating a video report of an event in Deaf history as a contribution to a shared e-book resource
- developing a signed news report or public announcement to inform or alert an imagined audience of a recent or impending natural disaster
- providing instructions for a group activity such as a maths or computer game
- creating a digital clip or social media post that presents information on a selected issue in ways designed to persuade or dissuade the intended audience, for example an anti-smoking post or a clean-up-the-environment appeal
- engaging with deaf visitors from different groups and backgrounds by creating a vlog about the visits and their responses to different identity stories
- explaining a new concept encountered in content areas such as geography or history, such as erosion or revolution
- preparing a short signed presentation for their peers drawing on information obtained from library resources or media texts on topics related to other curriculum areas such as visual arts or history

Creating

Elaborations

Engage with different types of creative and imaginative texts by identifying important elements, discussing ideas, characters and themes and making connections with their own ideas and experience

[Key concepts: emotion, manner, visual expression, theatre conventions; Key processes: comparing, responding, expressing, creating]

(ACLASFC042)



- comparing their reactions to imaginative texts that evoke positive or negative emotional responses, making connections with experiences in their own lives that have produced similar feelings
- participating in performance activities such as unscripted response-to-stimulus role-plays, recognising how characters' feelings and attitudes are expressed through NMFs and manner
- viewing and comparing expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture, comparing with their own use of visual forms of expression of feelings and experience
- drawing comparisons and making connections between their own experiences and those of fictional characters in popular television series or films
- comparing the use of rhyme in written verse with the repetition of handshapes and movement paths in signed poetry performance
- identifying cultural conventions of Deaf theatre, such as maintaining eye contact and positioning of characters
- identifying key messages or values conveyed through folktales, myths or legends, for example by creating mind maps to show relationships between concepts such as courage, loyalty, love
- describing the shape and sequence of a shared story or skit, identifying elements such as setting the scene, climax and resolution
- considering how different modes of creative expression, such as theatre or visual arts, influence personal response to texts
- tracking and reflecting on the experiences of deaf dancers and choreographers, for example as contestants in shows such as *So You Think You Can Dance*
- viewing and responding to sign poetry from around the world, for example by comparing responses to differences and similarities in 'visual vernacular'

Create live or filmed performances that engage specific audiences and present imagined experiences, people or places

[Key concepts: suspense, humour, dramatic structure, stimulus; Key processes: creating, performing, narrating, reinterpreting, improvising]

(ACLASFC043)



- working collaboratively to create a filmed episode of a pilot for a new Deaf sitcom, incorporating elements such as conflict, suspense or humour
- creating and performing imaginary scenarios that reflect experiences in their own lives
- creating a performance for a class or school talent show, such as a signed song, skit or humorous retelling of an anecdote
- signing different versions of a familiar short story, changing perspectives according to different characters
- creating original stories or short plays for younger learners of Auslan, incorporating scene-setting, action/conflict and resolution, and including opportunities for audience participation
- creating a video record of an imagined formal or informal interview, incorporating elements of humour or tension and building character and mood through the use of NMFs and pauses
- creating additional dimensions or changing the focus of a fictional experience by varying the use of manner, constructed action, space and aspect
- participating in a class storytelling competition, conforming to conventions of character perspective and relationship with audience
- creating amusing reinterpretations or spoofs of traditional fairytales, using exaggerated elements of sign and gesture
- improvising spontaneous responses to a stimulus such as 'Sixty Seconds to Make the Audience Laugh, Cry ...'

Translating

Elaborations

Translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words or phrases may not readily correspond across the two languages

[Key concepts: equivalence, meaning, culture-specific concepts; Key processes: identifying, interpreting, translating, determining, predicting, creating, comparing, explaining]

(ACLASFC044)



- finding and using phrases that have direct sign-for-word translations between Auslan and English, such as *Goodnight*, *Happy birthday* and *Happy New Year*, and some that do not, such as *None of your business!*
- identifying issues associated with translation, such as multiple meanings for words like *run*, the fact that meaning is not always literal and that sign translations of a word will vary according to the meaning of the concept in context
- conducting sight translations of simple English texts such as short news articles
- translating short texts such as children's fairytales, simple song lyrics or a short poem from English to Auslan
- translating and explaining the meaning of words or expressions associated with figurative language use in Auslan, such as *TRAIN GONE*, *SORRY* and comparing these to English idioms
- determining the meaning of technical English words used in other curriculum areas, for example, natural disasters or global warming, demonstrating how they would translate or explain them in Auslan
- translating the school song into Auslan, identifying lexical challenges and finding suitable Auslan equivalents to match the English concept
- identifying and explaining signs that are not easy to translate into English because of culture-specific meaning and history, for example, signs such as *Deaf school*

Create their own bilingual texts and learning resources to use themselves or to share with others, such as Auslan–English dictionaries, posts to websites, digital newsletters or school performances

[Key concepts: equivalence, bilingualism; Key processes: composing, creating]

(ACLASFC045)



- composing bilingual texts for class or school assembly performances, events or displays, for example, National Week of Deaf People announcements
- using bilingual online dictionaries and electronic tools to compose bilingual texts, for example, captioned Auslan texts such as an online Auslan–English version of a school newsletter
- constructing and co-maintaining a bilingual website with a Deaf school
- creating bilingual texts for younger children, such as a mini Auslan–English dictionary of school-specific signs

Identity

Elaborations

Consider the influence of the Deaf community on identity development, focusing on language, social systems and sense of space and place

[Key concepts: identity, relationship, community, place, space, story, social mores, history, Deafhood, Deaf gain; Key processes: identifying, describing, investigating, discussing, explaining]

(ACLASFC046)



- identifying markers of social and cultural identity that may be important across cultures as well as in the Deaf community, for example, elements of language or behaviours associated with family, community, location, age or gender
- building a basic understanding of the concept of Deafhood and of how individual journeys of identity contribute to social relationships and community, for example, by describing their own journey of identity development, including elements such as family, the influence of Deaf role models, significant life events or personal connections with the local Deaf community
- working with elders to map relationships and connections within their community, for example by identifying links between notable deaf families, and by considering how personal connections with the community contribute to their sense of identity
- investigating the historical origins of signs linked to identities, for example, the signs for LIBRARY and ADELAIDE were derived from original name signs for people
- considering how the relationship between language and identity plays a role in contributing to individual, peer group and community wellbeing
- exploring how different technologies are used by deaf people to support social networks and strengthen their sense of shared identity
- explaining the significance of stories linked to Deaf social history and the responsibility of the Deaf community to convey shared experiences that relate to Deaf space, for example through stories about school days by past pupils
- exploring the role of personal narratives in teaching and supporting deaf children to develop strategies to navigate a hearing world, such as carrying paper and pen or smart phone to type notes
- learning from Deaf elders about roles and responsibilities with respect to caring for their culture's places and spaces and preserving a sense of shared identity, for example, by maintaining and passing on artefacts, images and stories, creating new uses for Deaf places or participating in Deaf festivals, fair days and National Week of Deaf People activities
- recognising that their first language is a birthright that contributes to their identification with the Deaf community and its traditions
- identifying examples of deaf people who have been recognised for different reasons in the wider society, for example, Alastair McEwin, and discussing whether such recognition contributes to their own sense of identity and belonging
- interviewing local Deaf elders about their experiences in Deaf schools and other Deaf places and discussing how their experiences create a collective sense of identity
- discussing the concept of 'Deaf gain' in relation to their personal identity, for example, in using a visual language and being able to communicate from a distance

Reflect on how different language and cultural backgrounds and experiences influence perceptions of Auslan and of the Deaf community and also of the hearing community

[Key concepts: influence, perspective, self-reflection; Key processes: composing, comparing sharing, monitoring, identifying, analysing, explaining, reflecting]

(ACLASFC047)



- reflecting on and providing possible explanations for assumptions that hearing people might make about deaf people or about signed languages
- examining some misconceptions about hearing people and culture held by members of the Deaf community, for example, that hearing people hear and understand everything, or that hearing people can hear from a distance
- identifying how various emotions and attitudes, such as respect, shyness, exuberance or embarrassment, are expressed and may be perceived across different languages and cultures, comparing their experience of such differences in their own interactions with speakers of English or other spoken languages
- explaining how their assumptions about users of other languages and ways of understanding the world are changing as a result of intercultural language and experiential learning
- reflecting on language and cultural differences in forms of address in signed and spoken languages that need to be taken into account when interacting interculturally, for example, the frequent use of a person's name when addressing them directly in Australian English but not in Auslan
- reflecting on the role of personal storytelling in teaching and supporting deaf children to navigate a hearing world

Understanding

Systems of language

Elaborations

Describe the elements of sign production, including non-manual features, and explore the processes of annotating Auslan with multimedia software and/or glossing or transcribing signed texts on paper

[Key concepts: types of iconicity, annotation, transcription; Key processes: identifying, recognising, annotating, describing, understanding]

(ACLASFU048)



- describing a sign's form in terms of handshape, hand arrangement, orientation, movement and location
- identifying some iconic signs and considering how they are iconic
- identifying, demonstrating and describing the various types of NMFs: movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body
- noticing that, in a stretch of connected signing, a sign will often be produced differently to the way it is shown in a dictionary
- understanding that many features of signed languages occur simultaneously, compared to spoken language features which typically occur sequentially
- recognising that some signs can occur with a standard mouth gesture and that these are sometimes called multi-channel signs
- identifying and classifying examples of DSs and CA in a video text using video annotation software, for example, ELAN
- 'reading' a glossed text, including interpreting the markings that show how a sign is modified in space, NMFs, DSs and examples of CA
- glossing a text with support, identifying what signs are used, any NMFs, and using a system of recording handshapes when describing DSs

Identify different types of verbs based on their ability to integrate space into the sign, and recognise types of depiction available to a signer, namely, entity, handling and SASS depicting signs and constructed action

[Key concepts: establishing a spatial location, types of depicting signs, function of constructed action; Key processes: identifying, distinguishing]

(ACLASFU049)






- identifying where and how a signer has established a location in space, for example through the use of points, non-body-anchored signs or fingerspelled words
- distinguishing, with support, between directional and locational indicating verbs, and noticing that verbs differ depending on whether modification of movement happens at the start, end or start and end of a sign
- identifying examples of DSs in an Auslan text, and recognising that handshape and movement represent different things in each type of DS, for example:
 - *entity DSs*: the handshape is an object or person, and the movement is the movement or location of that object or person
 - *handling DSs*: the handshape represents a person's hands touching or moving another object, and the movement shows how the hands move
 - *SASS DSs*: the handshape and movement outline the shape or size of something
- learning that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or another
- knowing that in CA a signer can shift into the role of another, or themselves at a different time, through eye gaze change, body shift, head orientation change, and matching facial expressions

Understand that the starting point of a clause gives prominence to the message, that clauses can be linked equally or unequally with conjunctions and connectives, and that signers can show as well as tell about an event to provide more detail

[Key concepts: gestural overlays, clause conjunction, variable sign order; Key processes: recognising, distinguishing]

(ACLASFU050)



- recognising that quantifiers such as FEW or THERE are also types of adjective signs
- recognising that some adverbs modify adjectives, not verbs, for example VERY and that these modifications to adjectives can also be expressed with NMFs, for example changes in mouth patterns and movement of signs can intensify adjectives, for example, RED ^{-really}, PLEASED ^{-really}, TALL ^{-really}
- distinguishing between the citation form of a sign and the adverbial NMF overlaid and what meaning each part carries, for example: MAN SPRINT (base form), MAN SPRINT _{-fast} (manner added)
- recognising how conjunctions such as PLUS, IF or BUT are used to join clauses and create cohesion
- recognising that clauses can be linked equally, for example:
STUDENT BORED, TRY FOCUS
The student was bored and tried to focus.

- or unequally, where one clause depends on another, for example:
I-F BORED, OPEN-BOOK READ
If you are bored, read a book.

- recognising that the element of a clause that a signer wants to focus on most in Auslan is sometimes moved to be signed first and that this process of topicalisation involves particular NMFs
- noticing that word order within a clause is freer in Auslan than in English and that parts of a clause can be signed simultaneously, making it hard to establish word order
- realising that in many clauses signers 'tell' with fully-lexical signs at the same time as 'show' with DS, CA and other gestural elements
- recognising that some nouns are not signed overtly in a clause, for example in the clauses below, the noun (the swimmer) is given in the first clause but not repeated in the second
PRO2 SWIM DETERMINED SWIM, NOT WIN
You swam really hard but you didn't win.


Identify structures, language features and cohesive devices used in different types of texts, recognising that language choices reflect purpose, context and audience

[Key concepts: referent, cohesion, space; Key processes: identifying, noticing]

(ACLASFU051)



- examining different examples of an Auslan text type (for example, one to inform or one to persuade) and identifying choices signers made, for example the amount of fingerspelling they used
- noticing how signers achieve textual cohesion and coherence through the use of connectives that create links between clauses, for example BUT and G:WELL
- identifying the many ways signers can refer to the same referent in a text, for example by using DSs, points, list buoys, and how such strategies support understanding
- annotating in ELAN or similar software where a signer is using established locations to refer to a noun referent

Language variation and change

Elaborations

Explore variation in terms of the impact of other languages on Auslan across contexts and over time

[Key concepts: influence, language borrowing, style shifts; Key processes: noticing, recognising, explaining]

(ACLASFU052)



- noticing different ways that English words are borrowed into Auslan, for example, the use of fully fingerspelled words, such as D-U-E, N-O-U-N, the fingerspelling of the first letter of corresponding English words, for example TOILET, FATHER, or abbreviations of English words, for example, state names: S-A, N-S-W, V-I-C, T-A-S, and organisation names: N-A-B-S, W-A-A-D, N-S-W-A-D, D-C-S-S-A
- creating lists of fingerspelled words which have become lexicalised, for example, HOW, BUT, ABOUT, FOR, and looking at how this process has changed the form of words over time
- recognising that Auslan includes loan signs from Signed English, some of which were invented for Signed English (for example, TOY or DAD) and some that were from the southern dialect and incorporated into Signed English, for example, YELLOW
- looking at style shifts in domains where English is in closer contact with Auslan, such as the use of more English-like structures in formal and educational settings
- explaining the influence of other signed languages such as BSL, ISL and ASL on Auslan over different periods of time and discussing reasons for such influence

Language awareness

Elaborations

Explore the current status and profile of Auslan and of the Deaf community in contemporary Australian society, considering issues such as language transmission, usage and documentation

[Key concepts: diversity, representation, language transmission, documentation; Key processes: describing, discussing, investigating, representing]

(ACLASFU053)



- discussing the diversity of Auslan users in the Australian community, including people who are deaf, those who are hard of hearing and hearing people such as CODAs and interpreters
- investigating the signed languages used by deaf and hard of hearing members of Aboriginal and Torres Strait Islander communities
- exploring variation in Auslan fluency among classmates and members of the Deaf community, considering the relevance of factors such as where and when individual users learnt to sign and whether they are from a Deaf or hearing family
- mapping sign language use around the world using data from Ethnologue, for example by identifying and labelling countries with correct naming of the sign language used, such as France = LSF: Langue des Signes Française; Germany = DGS: Deutsche Gebärdensprache
- finding representations of signing deaf people in the media or in literary texts, and evaluating how they and the language are represented
- investigating the profile and distribution of members of the Deaf community, for example across states of Australia or by age or gender, using data from censuses and other sources to summarise and represent information in graph/visual forms, and to suggest possible explanations of patterns or statistics
- understanding the role and function of Auslan–English interpreters and Deaf interpreters and the access and opportunities they provide to language users
- recognising that many languages are well-documented, strong, healthy and widely used by many people across generations while others are less documented and robust
- recognising that some languages have no written form and have historically been passed on face to face/orally, which means that they are less well recorded or documented
- recognising language documentation as an important means of recording, maintaining, transmitting and revitalising a language
- understanding the nature of transmission of Auslan, for example, that in most cases Auslan is not passed on from parent to child but from peers, or is learnt by children from adults outside the family, and that some deaf people learn Auslan later in early adulthood
- describing how Auslan has been transmitted across generations and how it has been recorded, investigating reasons for the 'oral' tradition language transmission
- using the UNESCO atlas to map the world's minority languages and those that are in critical endangerment and to document the vitality of signed languages

Role of language and culture

Elaborations

Reflect on how communities' ways of using language are shaped by and reflect cultural values and beliefs, and how these may be differently interpreted by users of other languages

[Key concepts: cultural expression, transmission, values, beliefs; Key processes: observing, making connections, discussing, investigating]

(ACLASFU054)



- explaining the role of Auslan and Deaf culture in maintaining, reflecting and strengthening the Deaf community and its networks and significant places
- understanding that knowledge about past and present Deaf people and cultural experience and values is embodied in and transmitted through Auslan, for example ways of producing the sign for SIGN reflects cultural values placed on fluency
- identifying the cultural importance of different elements of communication, such as the use of signing space and proxemics by Auslan users, particularly in relation to a person passing between two signers or the positioning of communication partners
- identifying cultural differences between the use of personal names in Auslan and other languages, such as the fact that Auslan signers do not use a person's name when addressing them directly as do users of many spoken languages
- recognising that different types of expressive and imaginative performance in Auslan carry cultural as well as linguistic information, for example, a film or theatrical performance that represents typical miscommunication experiences
- understanding that 'sound' is accessed differently in Deaf culture, that the meaning and importance of sound in deaf people's lives is usually not the same as in hearing people's experience
- exploring ways in which deaf people's art incorporates sign language motifs and images as forms of cultural expression
- analysing stories about deaf people's history for the ways in which they embody cultural values and information, for example accounts of Thomas Pattison, FJ Rose and William Thomson establishing the first schools for deaf children

Years 5 and 6 Achievement Standard

By the end of Year 6, students use Auslan to interact with people for a range of different purposes. They use descriptive and expressive language to share and compare experiences, ideas and opinions, such as THEATRE GOOD, LONG_{-really}, LONG_{-really}. They participate in class discussions and show interest and respect for others, for example by using active watching behaviours, signing clearly, pausing for others to respond, asking pertinent questions, making constructive comments, rephrasing, repeating and linking their own contributions. Students use non-manual features (NMFs) such as eye gaze to gain, hold or finish a turn when communicating in pairs or groups. They provide context for a new participant joining a conversation, PRO1 TALK-OVER MATH TEACHER. They use action-oriented language to make shared arrangements, organise events and complete transactions, negotiating roles, responsibilities and priorities and taking into account the views of others. Students locate, summarise and compare information from a range of sources. They present information on selected issues to inform, alert or persuade people, for example, by creating announcements to inform about an emergency or about a clean-up the environment appeal, or instructions for a computer game. They use a range of connectives to create textual cohesion. They view and compare expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture. They view and respond to different types of creative and imaginative texts, discussing ideas, characters and themes; and they identify how a signer has referred to the same referent in different ways, for example with a lexical noun then with a depicting sign (DS). They create and perform their own short imaginative texts based on a stimulus, concept or theme using space to track a character or location throughout a text. They translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words/signs/phrases require interpretation or explanation. They create bilingual texts and resources for their own language learning and to support interactions with non-signing people. They describe their connections with the Deaf community and how these contribute to their sense of identity. They reflect on differences between how signed language and spoken language users may be perceived, for example in relation to different protocols when joining interactions, taking turns, using names, or passing between people who are communicating with each other.

Students describe a sign's form in terms of all the elements and how they are put together, including types of NMFs. They recognise when a signer has established a location in space in a text and describe how this was done, for example through the use of points, non-body-anchored signs or fingerspelled words. They distinguish between the three types of DSs and what they represent and how they are used in clauses. They identify and describe how constructed action (CA) can be shown in different ways, for example, through a change in eye gaze, body, or head orientation, and by matching facial expressions and reference to another character. They identify how signers use space to track a referent through a text, for example by pointing back to an established location to refer to a noun or by modifying indicating verbs. They understand different ways that English words are borrowed into Auslan and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. They recognise the diversity of Auslan users in the community, including people who are deaf, hard of hearing and hearing people such as CODAs or interpreters. Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded. Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions.

Years 7 and 8

The nature of the learners

The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. There is a need for continuity through change in relation to their language learning. Learners at this level may find themselves in classes that include learners with a range of previous experience with Auslan. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience. For bilingual learners at this level, such as deaf students who also use spoken English, the duality of living between languages and cultural frames impacts on the process of identity construction.

Learners at this level bring a range of learning strategies to their language learning. They are increasingly aware of the world beyond their own and are engaging with broader issues related to youth and society, land and environment, education and identity, while establishing a balance between increasing personal independence and social responsibilities. They are considering their future pathways and choices, including how their own language could be part of these.

Auslan learning and use

Auslan is used for classroom interactions and transactions, for creating and maintaining classroom relationships, for explaining and practising language forms, and for developing cultural understanding. Learners use a range of grammatical structures and language features to convey more complex ideas and experiences. They use descriptive and expressive language to create particular effects and to engage interest, and expand their vocabulary to domains beyond their personal experience and interests. They use language to dramatise narratives, follow detailed directions, demonstrate and explain activities, evaluate events and ideas, debate and give presentations that take account of different perspectives.

They are increasingly aware of the nature of the relationship between languages and cultures, making connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and noticing how language choices influence how people, issues and circumstances are represented.

Additional opportunities for interaction in Auslan are provided by purposeful and integrated use of ICT. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They create and present more complex and varied texts, for example, shared stories, poems, vlogs and reports; and plan, draft and present imaginative and informative texts, making cross-curricular connections. They use vocabulary and grammar with increasing accuracy and complexity, planning and polishing pre-prepared signed texts to improve structure and clarify meaning.

Contexts of interaction

While the primary context of interaction remains the Auslan classroom through interaction with peers and the teaching team, additional enrichment and authentication of the learning experience is provided through visiting members of the Deaf community, media and community events, and social media. Students may also have opportunities to participate in school excursions or camps.

Texts and resources

Learners work with a broad range of live and digital signed texts designed for learning Auslan in school and for authentic non-school purposes. Texts come from a range of domains and genres, such as oral histories, community announcements, vlogs and stories, and they serve a variety of purposes, such as informative, transactional, communicative, imaginative and expressive. Learners may also have access to community facilities and functions. The Deaf community is the most important resource for learning, as the origin of most of the texts and communicative situations engaged with by learners.

Features of Auslan use

Learners continue to expand their language use to additional domains beyond their personal experience and interests. They use a range of grammatical forms and language structures to convey more complex relationships between ideas and experiences, creating compound and complex sentences by using lexical conjunctions as well as NMFs. They become increasingly aware of the rich choices available to a signer in composite utterances, for example by shifting from depicting signs to constructed action to lexical items. They recognise that signers shift perspectives between character or observer space to show different viewpoints.

Learners develop awareness of how language structures shape textual features. They use descriptive and expressive language, including iconicity and metaphor, to create particular effects and engage interest. They adopt a wider range of processing strategies and broader language knowledge when encountering unfamiliar signed texts, drawing increasingly on their understanding of text conventions and patterns.

Learners make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They are increasingly aware of the nature of the relationship between languages and cultures, noticing, for example, how values such as family commitment and respect are expressed in cultural practices as well as embedded in Auslan grammatical and vocabulary systems. They reflect on the nature of bicultural and intercultural experience, on how languages change in response to social and cultural change, and on their individual identities as users of two or more languages in a multicultural social context.



Level of support

Particular support is required at this stage of learning to manage the transition to secondary schooling and to encourage continued engagement with language learning. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and tasks that are more challenging. While learners at this level are less reliant on teacher support during interactions, the teacher continues to provide implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, and explicit instruction and explanation in relation to language structures, grammatical functions, vocabulary and abstract cultural concepts. Opportunities for learners to discuss, clarify, rehearse and apply their knowledge are critical in consolidating language capabilities and developing autonomy. Learners at this level are encouraged to self-monitor, for example, by keeping records of feedback and through peer support, and to self-review and adjust language in response to their experiences in different contexts. Students are encouraged to engage more critically with resources such as websites, dictionaries, translating tools and other language resources designed to enrich their receptive and productive language capabilities.

The role of English

Auslan is used for all classroom interaction, and English is used in the translating sub-strand or when required for research purposes where a source text is not available in Auslan. Students may have varying skills in English. Using Auslan to express ideas and feelings, exchange opinions and manage shared activities increasingly involves cultural as well as linguistic choices; personal and social elements as well as grammatical ones, such as making decisions about whether to use more or less English-like signing. At this stage, learners can move from the ‘what’ considerations to the ‘why’ and ‘how’ questions: from noticing that language and communication are culturally shaped to thinking about the values, experiences and perspectives which lie inside these cultural differences, and about how these impact on their own experience as they move between linguistic and cultural systems.

Years 7 and 8 Content Descriptions


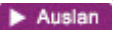
Communicating	
Socialising	Elaborations
<p>Initiate and sustain interactions to share ideas and interests, report on experiences, offer opinions and connect with events in their school and local community</p> <p>[Key concepts: ideas, interests, community, issues; Key processes: comparing, contrasting, discussing, expressing]</p> <p>(ACLASFC055)</p> <p></p>	<ul style="list-style-type: none"> exchanging opinions about topics such as food, sport, lifestyles, health, music or travel participating in videoconferencing to compare and contrast aspects of their school experience, for example by communicating online with deaf students from different schools in another state/territory discussing the relationship between events in their school or local community and interest groups they identify with by conducting an in-class survey describing aspects of their school, community, home or social lives, for example: SCHOOL DS(5CLAW):located-at DS(C):l-shape... <i>The school is located here, and then there's a large L-shaped building on the right.</i> WEEKEND, I VISIT HEARING FRIEND WE2 WATCH MOVIE OR DS:2-people-walk SHOPS OR SOMETIMES STAY HOME DS:press-console <i>On the weekends, my hearing friend and I like to go to the movies or the shops, but sometimes we just play video games.</i>  offering opinions about issues under consideration in their class or school community, such as their school policy on social media use developing narrative and expressive skills by exchanging accounts of personally significant influences, experiences or milestones, identifying common experiences, such as describing their favourite holiday or their personal hero comparing their experience of involvement in the Deaf community, and sharing their views on the importance of this experience in their lives by describing their relationships with deaf people outside of school

Engage in collaborative activities that involve planning, project design, problem-solving and evaluation of events or activities

[Key concepts: project design, procedure, direction; Key processes: creating, showcasing, reporting, evaluating]

(ACLASFC056)





- working with a partner to create a visual resource that promotes Auslan as an important subject choice
 - working in groups to create a series of promotional resources for the school website
 - organising and participating in visits by respected members of the Deaf community to their school to share knowledge and to promote Auslan skills in the wider community
 - planning presentations to showcase aspects of Deaf culture likely to be unfamiliar to the hearing community
 - reporting on and evaluating completed events or activities that they had planned together, for example:
FIRST PRO1 DOUBT I-F WILL GO-WELL, HAVE-A-LOOK GO-ALONG GOOD
At the start, I wasn't sure it would work, but after a while I thought it went well.
PRO1 WRONG NEVER AGAIN DO SAME
I won't do that ever again.

 - following sequenced directions that involve the use of practical information, for example:
SEE DS:wavy-surface, KNOW WHERE SCRATCH? S-A-N-D POLISH MORE DS:thick-to-thin 2MM SMOOTH
See where the surface is uneven? You sand that back 2 mm and it gets smooth.

 - working in pairs to create instructional or procedural texts that demonstrate and explain activities
 - planning and presenting a cultural item for a school open day, such as celebration through drama or visual story of an important member of the Deaf community
 - discussing in pairs possible design options for an item such as language flag, artefact or logo that incorporates elements of significance to the Deaf community, presenting reasons for specific design suggestions, then voting as a class on a preferred design
-

Use interactions to support discussion and debate and to demonstrate culturally appropriate behaviours in and beyond the classroom

[Key concepts: protocol, debate, role, feedback; Key processes: debating, clarifying, eliciting, evaluating]

(ACLASFC057)



- following protocols for interacting with sign language interpreters in various contexts in and out of school
- using statements and discussion techniques to participate in class and school debates, for example by acknowledging others' opinions and supporting their own with examples and accounts of personal experiences
- understanding and adopting different roles in a debate, using more elaborated sentence structures and interactional strategies to support discussion and provide clarification, for example:
PRO2 DIGRESS NEED COME-BACK-TO-POINT
You've gone off the topic. Can you get back to your point?
SUMMARY...
In summary;
PRO2 CONFUSE. PRO1 WIND-BACK
I've confused you; let's go back ...

- using evaluative language to acknowledge strengths in others' arguments or to challenge others' views in a courteous manner, for example:
RIGHT-YEAH, PRO2 DIFFERENT PERSPECTIVE.
PRO1 NEVER THOUGHT
Oh yeah, that's a different take on it. I never thought about it that way.
G:WELL RIGHT-YEAH, BUT I WANT ADD COMMENT
Well, yes, that's true but I'd like to add something.

- being a supportive group participant, for example by asking relevant questions, providing feedback, prompting and eliciting contributions from others

Informing

Elaborations

Investigate and synthesise information collected from a range of perspectives and sources, identifying how culture and context affect how information is presented

[Key concepts: perspective, culture, context, source, representation; Key processes: researching, comparing, critically reviewing, profiling, summarising]

(ACLASFC058)



- summarising ideas and information included in presentations by deaf visitors
 - collecting and summarising information on a selected topic sourced from different contexts, considering how context affects presentation of data
 - viewing Auslan texts that present different views on an issue of relevance to their age group, such as cochlear implants or social inclusion, considering how context and culture shape perspectives
 - researching information relating to deaf political movements at different times and in different contexts, drawing comparisons with current deaf organisations, such as the Deaf President Now movement and recruitment of Deaf CEOs
 - surveying peers or members of their family/community on topics related to deafness and the use of Auslan, discussing how commentaries they collect reflect different viewpoints and cultural perspectives
 - collecting information from texts such as interviews, documentaries or presentations to use in new forms, for example, to create a profile of notable Deaf Australians, such as Alastair McEwin, Nola Colefax, Colin Allen or Drisana Levitzke-Gray
 - paraphrasing and evaluating segments of recorded interviews with deaf artists on social media talking about their experience and artistic practice, for example, Deaf Arts Network
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Exchange/provide information, opinions and experiences in either formal or informal contexts

[Key concepts: debate, persuasive text, perspective, critical review; Key processes: summarising, comparing, evaluating]

(ACLASFC059)



- working in groups to create an informative multimedia text that invites debate of a social or cultural question, such as the medical versus cultural view of deafness
- viewing two or more related signed texts on a selected topic, summarising and comparing key points of information and rephrasing for a class presentation
- creating texts such as vlogs or advertisements that present information intended to convince or persuade others of the importance of learning Auslan
- giving presentations that include different perspectives on a selected issue, for example identifying and evaluating differences in views in relation to Deaf education
- creating and presenting explanations about simple biological or mechanical processes, such as how the ear, hearing aids and cochlear implants work
- presenting a critical review of media profiles of respected/high-profile members of the Australian Deaf community, focusing on the relationship between texts and contexts
- summarising visual ways of communicating, transmitting and receiving information and how these influence group learning and information sharing among Deaf people
- working with an interpreter to decide how to present information on a selected topic to a hearing audience
- identifying and profiling Deaf artists who make use of music, as in work associated with the Deaf Performing Arts Network

Creating

Elaborations

Interpret a range of texts that involve the creative expression of emotions or ideas and the imaginative representation of people, events and cultural experiences

[Key concepts: imagination, representation, characterisation, artistic practice, Deaf experience; Key processes: paraphrasing, evaluating, exploring, analysing, profiling, shadowing]

(ACLASFC060)



- exploring how cultural values in relation to identity are reflected in different forms of artistic expression, such as poetry performances by Walter Kadiki or John Wilson's 'Home'
- viewing performances by deaf artists who communicate elements of the Deaf experience through different art forms, for example the deaf rapper Signmark or the singer/signer Sean Forbes
- analysing performances of Deaf poetry, for example by discussing themes, expression and construction and comparing how sign choice and stylistic techniques combine to convey ideas and emotions
- watching performances of Deaf theatre groups such as the Australian Theatre of the Deaf, and identifying all the ways a signer refers to the same referent throughout
- recognising the contribution of NMFs to characterisation and emotional expression in signed stories, skits or sketches
- identifying the different roles of storytelling in Deaf culture, such as teaching, entertaining, communicating values or traditions, finding examples of these in well-known stories, fables or legends
- evaluating Deaf performances or art forms that use technology such as camera and lighting techniques to expressive effect, for example performances by Ian Sanborn or Edan Chapman
- exploring and describing the use of colour and images by different deaf artists such as Juan Fernández Navarrete or Nancy Rourke
- engaging with signed versions of media texts, comparing visual elements to those for a hearing audience, for example, the teen drama Switched at Birth or teen dramas from BSL Zone
- exploring the concept of metaphorical iconicity used in poems and narratives, for example by shadowing selected elements
- analysing how elements of theatre performance, such as emotional nuance, are communicated through interpreters in a live setting
- engaging with animations made by or about deaf people and critiquing the effectiveness of conveying all parameters of signing, for example, The Long Knife, or Gallaudet: The Film by Braam Jordaan
- identifying how Deaf art forms represent people, experiences and Deaf spaces and contribute to the building of a sense of identity and cultural awareness

Create imaginative and expressive texts that draw from their experience as Auslan users and members of the Deaf community and which support the experience of younger learners

[Key concepts: Deaf experience, emotional expression, signed theatre, signed space; Key processes: composing, performing, creating, re-creating]

(ACLASFC061)



- composing and performing soliloquies that capture elements of the Deaf experience in a hearing world
- creating resources to support younger learners of Auslan, such as signed versions of games such as 'Guess Who?', riddles, treasure hunts or amusing tales
- creating imaginative texts that present abstract ideas, such as hope, inclusion, friendship, in creative or amusing ways
- creating an Auslan version of a popular song, using elements of all parameters to convey key messages and nuance emotional expression
- creating a piece of art, such as a drawing, painting or photo collage, that reflects their experience of living in and moving between the Deaf and hearing worlds
- engaging with the work of Deaf theatre groups such as the Australian Theatre of the Deaf, using elements of performances as models for their own experimentation with signed theatre
- creating a performance for a school or Deaf festival based on the lives of celebrated or historical members of the Deaf community
- presenting a short story based on their own experience of being a deaf student in a hearing school community, incorporating key elements of narrative structure, such as character introduction, problem/conflict, resolution
- re-creating a theatre set from a two-dimensional image using signed space

Translating

Elaborations

Translate and interpret unfamiliar texts in Auslan or English and compare their translation to those of their classmates, considering why there might be differences in interpretation and how language reflects elements of culture and experience [Key concepts: equivalence, representation, meaning, interpretation; Key processes: translating, interpreting, creating, paraphrasing, summarising, shadowing, comparing, explaining, role-playing]

(ACLASFC062)



- identifying Auslan phrases and expressions encountered in unfamiliar texts that do not translate literally into English, comparing their interpretation with those of their classmates
- considering possible consequences of lack of equivalence between Auslan and English words and phrases in terms of intercultural communication, providing examples from their own experience
- analysing an Auslan version of a frozen text such as the Australian National Anthem, considering why some words or expressions require freer translation than others
- developing in consultation with deaf Aboriginal and Torres Strait Islander students and elders an Acknowledgement of Country in Auslan that is appropriate to their school location for use in gatherings, events and school assemblies
- paraphrasing and summarising short Auslan texts containing unfamiliar content, providing simple translations in written English
- translating simple filmed texts in Auslan into transcribed written English captions
- shadowing quality signed texts in Auslan as a pre-interpreting skill and as a means to enhance presenting skills and confidence as a subset of interpreting skills
- comparing translations in Auslan, BSL and International Sign of stories such as 'Little Red Riding Hood' to Auslan versions of the same stories, discussing differences in vocabulary and approaches to translation on a free to literal continuum
- comparing their own translations of short set texts in Auslan or English with those of their classmates, noting variations and discussing possible reasons for these
- observing and interacting with deaf guests to the classroom who use different signed languages, such as ASL or a traditional signed language used by deaf Aboriginal and Torres Strait Islander people, identifying any differences between languages and acting as an interpreter with support
- evaluating different interpretations of selected texts, using translation resources such as Mac software, digital dictionaries and online materials, considering questions such as *Does this represent the exact meaning? What other ways could this be interpreted or translated?*
- explaining the role of accredited Auslan–English interpreters and that of Deaf interpreters in the Deaf community, demonstrating through role-play correct protocols for working with interpreters
- exploring metaphors used in Deaf art and discussing whether these translate well to the hearing world
- role-playing basic sight translation techniques with simple, school-specific or everyday texts, using an autocue or text and signing the translation to camera
- developing a written English glossary of terminology in relation to sign language translation and interpreting

Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either Auslan or English

[Key concepts: equivalence, interpretation; Key processes: creating, captioning, transcribing]

(ACLASFC063)



- creating bilingual texts that inform the school community about Deaf culture
- captioning examples of deaf poetry, noticing areas of difficulty and considering possible reasons for this, and comparing individual translations with those of classmates to determine if similar challenges were faced by others
- creating bilingual public information texts, such as details about Deaf community events such as the National Week of Deaf People schedule and the importance of the event, and posting these on the school website
- transcribing short, simple spoken texts such as instructions or procedures into Auslan and filming the translations, for example, recipe requests by food technology teachers for their classes

Identity

Elaborations

Explore the relationship between identity, community and visual ways of being and the nature and significance of relationship between people, culture and place/space
[Key concepts: identity, relationship, Deafhood, place, space, responsibility, ownership, Deaf gain, story, guidance; Key processes: comparing, describing, exploring, discussing, investigating]


(ACLASFC064)



- creating and comparing individual biographies, including elements such as family origins, traditions, beliefs, experiences, and considering how these influence their sense of identity
- identifying elements of visual awareness in deaf people, such as good observation skills of body language and alertness to hazards in the environment while walking/driving and signing
- describing how the concept of Deafhood applies to them and to others by evaluating texts and media portrayals of deaf identity
- discussing visual ways of transmitting and receiving information and how these influence group learning and information sharing among Deaf people
- exploring how Deaf cultures around the world build shared group identity, for example through gathering formally as national and international communities through activities such as Deaf film festivals, performing arts or sporting events such as Deaf Way, Australian Deaf Games, Deaflympics
- discussing when and how they learnt Auslan and how this contributed to their sense of identity
- analysing ways in which Deaf people design and adapt spaces in cultural ways ('Deaf space'), for example, by eliminating visual obstacles to signed communication; using circles or semicircles for meeting and learning spaces; and using open-plan areas, lighting and window placement to maximise visual access to information, with reference to Gallaudet University's Deaf space design principles
- considering how accounts by different deaf visitors to the classroom of their lives, work, education, interests and experience reflect a sense of identity and relationship with Auslan and Deaf culture
- identifying ways in which members of the Deaf community demonstrate responsibility for relationships within the community and between it and the wider 'hearing' society, for example, describing past learning from deaf adults or other deaf peers about navigating relationships
- investigating and explaining connections between rules, culture and community, identifying how these are demonstrated in Deaf culture through visual ways of being and using language, for example, exploring the values and beliefs which influence observable behaviours and social rules
- suggesting how reciprocity works in relation to community members sharing responsibility for each other's wellbeing, comparing examples of how they themselves negotiate relationships with each other and look out for each other
- exploring the concept of 'Deaf gain' and providing examples of how wider society may 'gain' from the Deaf community, for example the benefits of captioning for groups such as elderly people or newly arrived migrants
- describing how the Deaf community maintains Deaf

places and keeps them relevant to new generations, for example by acknowledging Deaf pioneers in the naming of places and identifying historical links with places

- discussing with elders how patterns of ownership and management of Deaf spaces and places impact on the Deaf community
- describing their experience of moving between English and Auslan, comparing how this feels and considering changes in their sense of identity when communicating in either language
- sharing their understandings of Deafhood and Deaf gain with Deaf elders and comparing these the elders' views on these concepts

Reflecting	Elaborations
<p>Participate in and reflect on intercultural interactions and experiences, for example by considering and comparing their responses and strategies when engaging with hearing people [Key concepts: intercultural experience, ways of knowing and being, discrimination; Key processes: comparing, analysing, explaining, reflecting, exploring]</p> <p>(ACLASFC065)</p> 	<ul style="list-style-type: none"> • comparing their experience of interacting with hearing people in various domains online or face to face, such as after-school sports clubs, analysing these experiences in terms of their perceptions, understandings or attitudes • reflecting on how differences between signed and spoken language users may be perceived, for example in relation to different protocols when joining interactions, taking turns, using names, or passing between people who are communicating with each other • reflecting on the concepts of insider and outsider views of the Deaf community and on their own position as first language learners of Auslan • reflecting on their own and others' social attitudes and responses to differences in behaviours or communicative styles, for example on how they feel when hearing people do not make eye contact during an interaction • reflecting on how their own ways of communicating may be interpreted by hearing people, and on how they need to modify or consider other communication strategies and behaviour, such as the use of eye contact, facial expression or body language • comparing strategies used by deaf and hearing adults to negotiate the physical environment, for example, different behaviours that reflect different perceptual perspectives in contexts such as travelling in a lift
Understanding	
Systems of language	Elaborations

Investigate and explain why signs are structured as they are, including with respect to iconicity, and compare transcription of Auslan video annotation software with glosses

[Key concepts: levels and types of iconicity, transcription; Key processes: identifying, recognising, glossing, annotating]

(ACLASFU066)



- understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object
- identifying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary
- recognising that signed languages show more iconicity than spoken languages because they are visual not auditory, and that most referents have visual features
- identifying and classifying examples of spatial modifications of nouns and verbs in a video text using video annotation software, for example, ELAN
- glossing a text independently, identifying what signs are used, any NMFs, and any examples of DSs and CA
- beginning to use annotations in a glossed text to show spatial modification of nouns and verbs

Distinguish between character and observer space, categorise different verb types and identify constructed action in a text

[Key concepts: fully- or partly-lexical signs, character and observer space, depicting signs; Key processes: recognising, distinguishing, classifying, observing]

(ACLASFU067)



- noticing that meaning is created in Auslan from fully-lexical signs, partly-lexical signs and non-lexical CA and gesture
 - recognising that signers can set up referents in the signing space as if they are part of that space (character space, for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table) or as if they are outside it (observer, for example, using 5claw in two locations to represent two houses)
 - recognising that in character space, signers can use locations for present referents, non-present referents, or abstract referents that do not exist in space
 - recognising that signers can give information about how a verb happens over time by changing the movement, for example, signing WATCH versus WATCH ^{for-a-long-time} or with lexical signs such as WATCH AGAIN++
 - recognising that nouns can be pluralised by locating them repeatedly regardless of their original location
 - categorising the type of depicting sign being used by a signer
 - distinguishing between directional and locational indicating verbs
 - observing examples of CA in an Auslan text and discussing how it was marked
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Understand that utterances in Auslan can consist of a mix of gestural and signed components, and that non-manual features are often used to link clauses into equal or unequal relationships

[Key concepts: clause types, sign order, conjunctions; Key processes: recognising, observing, analysing]

(ACLASFU068)



- recognising the nature and function of word classes and understanding that the context of the sign is important and Auslan signs will not always have the same word class as an English word, for example, adjectives can act like verbs in Auslan, for example, PRO3 BIG
- recognising that some verbs and nouns use the same sign but change the movement in a regular way making noun-verb pairs, such as SCISSORS versus CUT-WITH-SCISSORS
- being able to describe various types of clauses and recognising that these often co-occur with particular NMFs, such as questions, topicalised sentences, negation or conditionals
- analysing yes/no questions and wh- questions to identify how NMFs and particular lexical signs are used to make each type of question
- recognising how NMFs can create emphasis or stress
- recognising that clauses can be joined by conjunctions to make longer sentences and these conjunctions can be shown with separate signs, such as PLUS or THEN, or NMFs, for example by pausing between clauses
- noticing with support, when signers are using composite utterances, that is, those that have elements of CA, DSs, points and DSs, and fully-lexical signs in the same utterance
- identifying clauses that are linked equally and unequally, where one clause depends on another

Explain the structure and organisation of particular types of texts, such as conversations or information reports, and identify language features used by signers to meet specific purposes and to create cohesion

[Key concepts: grammar, choice, coherence; Key processes: identifying, applying, analysing]

(ACLASFU069)



- analysing linguistic structures and features associated with more dynamic texts, such as back-channels and hesitations used in casual conversations
- applying knowledge of choices a signer can make in texts, for example by comparing two signers' texts about the same topic and evaluating different language choices each made, such as when to tell and when to enact, or when to use DSs
- analysing signers' use of pausing in a description or information report
- identifying all the ways a signer refers to the same referent throughout a text
- identifying examples of ellipsis, such as dropping the participants in verbs
- recognising that nouns that are being introduced are more frequently overt than when they are given already in a text
- recognising signs that function as interjections or discourse markers

Language variation and change

Elaborations

Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change
[Key concepts: change, evolution, contact, technology; Key processes: identifying, recognising, researching]

(ACLASFU070)



- researching how BSL from the 1800s evolved into Auslan, NZSL and modern BSL, for example by finding and classifying examples from Auslan, NZSL and BSL signbanks
- understanding that while the structure of individual signs can change over time in regular ways, there is little information about this process in signed languages due to lack of historic records of signing
- understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the globe, for example, the old Auslan sign for America versus the current sign, or the ASL vehicle handshape in DSs
- identifying changes to Auslan that reflect changes in social relationships and community attitudes, for example in relation to words/signs such as DEAF^DUMB, DISABILITY, HEARING^IMPAIRED/H-O-H, DEAF^WORLD/DEAF^COMMUNITY, HUMAN^RIGHT
- interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they noticed, such as more use of fingerspelled words, less use of NMFs and depicting signs, or the use of different signs, such as FILM (old sign), TOILET (old sign)
- recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, SELFIE

Language awareness

Elaborations

Understand historical and contemporary factors that impact on awareness, support and use of Auslan and its vitality in contemporary Australia, comparing it with that of other signed languages around the world

[Key concepts: influence, transmission, vitality, evolution, endangerment; Key processes: investigating, exploring, describing, comparing, analysing, reflecting]

(ACLASFU071)



- considering the impact of international historical events such as the Milan Congress (1880) and the linguistic recognition and documentation of signed languages (1960s and 1970s) on the use of signed languages in education and deaf people's feelings of ownership and pride in their languages
- analysing the impact of migration and settlement of deaf people from the UK and other countries in Australia on the development of Auslan
- investigating the geographical location, origins and history of deaf schools in Australia and the impact of these institutions on the transmission, use and status of Auslan
- considering the contemporary influences and pressures on Aboriginal and Torres Strait Islander signed languages and how these may affect their vitality
- describing the role religion has played in influencing Auslan in terms of usage and spread, for example, by religious orders, early Deaf Societies and Bible translation projects
- exploring multilingualism in the Deaf community, including the use of Auslan, English and other signed and spoken languages such as Irish-Australian sign language, and how and when users typically switch between languages and dialects
- investigating the use and impact of generic digital technology and specific forms of communication by Auslan users, for example, video chat, social media, SMS/texting, and NRS and VRS
- reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community and in influencing the function and nature of Auslan, for example by the introduction of new signs for temporary use in certain contexts
- investigating historical patterns of employment of deaf people in certain trades and fields of work, and the impact of these traditional employment domains on Auslan development
- considering ways that Auslan is evolving due to influences such as globalisation and the capacity for new technology to store, record and share sign languages internationally
- comparing levels of endangerment of different sign languages, such as NZSL, village sign languages, ASL, Scandinavian, South American sign languages and Auslan, for example by using UNESCO data by reviewing the iSLanDS survey findings
- understanding the challenges faced by Auslan and other signed languages due to intergenerational disjunction in language transmission
- investigating how new or specialised language associated with domains such as technology, engineering, cooking or fashion are used but not documented in the Deaf community, and how such language impacts on language vitality

- identifying contexts and circumstances that support increased usage and acceptance of newly coined Auslan terms, for example, a workplace with several deaf employees
- researching the role of the World Federation of the Deaf in mapping and monitoring the vitality of sign languages around the world and in protecting sign language diversity

Role of language and culture	Elaborations
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Reflect on how language use is influenced by communities' world views and sense of identity and on how language and culture influence each other

[Key concepts: culture, knowledge, value, transmission; Key processes: explaining, reflecting, exploring, analysing, comparing]

(ACLASFU072)



- exploring the nature of culture and how it is related to ways of thinking and using language, for example by comparing the cultural concept of Deaf identity with a medical model of deafness
- exploring ways in which language choices, such as sign choices, reflect attitudes towards certain topics, for example, oralism
- analysing how concepts related to cultural practices are expressed through language, for example, by identifying particular elements of naming systems, such as the use of pointing, NMFs and name signs, as in the case of number name signs of older deaf people who attended the Victorian School for Deaf Children
- identifying and discussing core cultural concepts reflected in Auslan such as the collective nature of the Deaf community, the importance of respect for elders and of reciprocity and responsibility, for example, how signing TAP-MANY, TAP-2H++ reflects understanding of responsibility to share information and pass on knowledge, or greater use of the 'flat hand' rather than the 'point hand' and use of full titles in acknowledgements and forms of address when introducing an esteemed Deaf elder
- investigating how Auslan users interact with their social and physical environment, for example, locating other signers, gravitating to spaces that are visually accessible
- identifying culturally significant attitudes and beliefs conveyed through Auslan that relate to history, significant individuals, places or events, for example, attitudes to spoken language that reflect the history of suppression of signed languages, as in the use of signs that reference tensions between oral and signing deaf people or between hearing and deaf people, such as the sign for communication breakdown which infers lack of awareness or understanding of cultural values, beliefs and language on the part of the other party
- comparing elements of communication in different contexts and exchanges that are culturally specific, such as back-channelling, the use of silence or eye contact, head nodding to indicate understanding rather than agreement, and the implications of such cultural variability in contexts such as courts of law
- observing that concepts may be culture and language specific, for example, in relation to time and space, as in the spatial mapping for timelines in Auslan
- understanding how developing sign language literatures which recount significant journeys and events associated with the beginnings of Deaf education and the development of Deaf communities not only map history but also embody values and mores of Deaf cultures, for example, accounts of the Gallaudet and Clerc reciprocal relationship, or the US Civil War deaf soldiers' story as told by Ben Bahan
- exploring ways in which the production and affect related to the sign for COCHLEAR-IMPLANT have evolved over time due to shifting values and perceptions of the Deaf community in relation to the implant, noting, for example,

the transition from a negative affect to more neutral production of the sign

- researching examples of deaf leaders who have established organisations or services which met the cultural needs of their community, for example, Dorothy Shaw and Deaf Action Books, Nola Colefax and the Australian Theatre of the Deaf

Years 7 and 8 Achievement Standard

By the end of Year 8, students interact to share ideas and interests and to offer opinions, using compound and complex sentences, for example by using lexical conjunctions as well as non-manual features (NMFs). They participate in discussions and debates, acknowledging others' opinions and developing and supporting arguments. They collaborate in activities that involve planning, project design and problem-solving, for example, G:WELL RIGHT-YEAH , BUT I WANT ADD COMMENT. They use evaluative language to reflect on learning activities and to provide feedback to others. They follow protocols for interacting with sign language interpreters in various contexts. Students locate, collate, summarise and analyse ideas and information from a variety of sources, such as interviews, documentaries or speeches, and they use such information in new forms. They use primary or secondary signed sources in their research, for example, when exploring significant events in Deaf history. They use specialised language to create texts such as vlogs, advertisements or research-based factual reports designed to convince or persuade others. They analyse elements of different imaginative texts such as poetry, performances, signed stories, skits and sketches, and explain how sign choice, NMFs and the use of different stylistic techniques combine to convey ideas and emotions. They create imaginative and expressive texts that draw from their experience as Auslan users and members of the Deaf community, including metaphorical iconicity to create particular effects and to engage interest. Students translate and interpret unfamiliar texts in Auslan or English and compare their own translations to those of their classmates, considering why there might be differences between them. They create bilingual texts to use in the wider school community. They describe how the concept and the experience of Deafhood and visual ways of being apply to themselves and others. They reflect on how their own ways of communicating may be interpreted when interacting with hearing people, and on their use of different communication strategies and behaviours, such as their use of gesture, facial expression and body language.

Students know that signs can be iconic in a number of ways, and identify iconic signs that represent a whole object or part of an object. They distinguish between character and observer space, classify verb types according to how they use space, and identify constructed action in a text. They explain the form and function of a range of clause types, including what NMFs are used, for example, questions, topicalisation, negation or conditionals. They identify all the ways a signer refers to the same referent throughout a text to create cohesion. They recognise that Auslan is constantly evolving and changing, for example, by identifying changes to Auslan that reflect changes in social relationships, community attitudes and changing technology. Students reflect on how all ways of language use are influenced by communities' world views and identities, for example by comparing the cultural concept of Deaf identity with the medical model of deafness.

Years 9 and 10

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 and use are influenced by peer-group dynamics, personal interests and values, and issues related to self-concept. This is particularly the case for bilingual learners, especially for deaf students who also use spoken English, for whom the duality of living between languages and cultural frames impacts continually on the process of identity construction. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, and choices they make in relation to linguistic and social practices. These processes are fluid and context-responsive and impact on learners' engagement with both Auslan and English language learning. Learners at this level are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They are considering their future pathways and choices, including how Auslan could be part of these.

Auslan learning and use

This is a period of language exploration. Task characteristics and conditions at this level are more complex and challenging, involving collaborative as well as independent language planning and performance, and the development and strategic use of language and cultural resources. Elements of tasks involve interpreting, creating, evaluating and performing. Working with media resources, fictional and non-fictional texts, performances and research projects allows for the exploration of themes of personal and contemporary relevance, such as global and environmental issues, identity and relationship issues, questions of diversity and inclusivity.

Learners use Auslan to debate, clarify and interrogate ideas and concepts; to appraise and summarise opinions and to engage in elaborated discussions, developing and supporting arguments and sharing and evaluating opinions. They communicate in a wide range of contexts, such as a whole-school forum, present sustained signed explanations of abstract topics, and participate in imaginative and creative experiences.

Contexts of interaction

Learners interact with peers, teachers and other Auslan signers in immediate and local contexts, and with wider Deaf communities as well as cultural resources via virtual and online environments. They may participate in community events such as film or cultural festivals or intercultural forums.

Texts and resources

Learners use an extensive range of texts and materials designed for in-class learning of Auslan, as well as authentic texts produced in broader contexts. They are encouraged to source extra materials to support their learning and to pursue personal interests and explore various aspects of Auslan or Deafhood.

Features of Auslan use

Learners extend their grammatical knowledge to a range of forms and functions that give them control of more complex elements of text construction and sign formation. They have a greater degree of self-correction and repair. This greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners design, interpret and analyse a wider range of texts and experiences. Textual knowledge and capability are strengthened through maintaining a balance between activities that focus on language forms and structures and communicative tasks and performance.

Learners experiment with ways to refine a text, for example to strengthen it for entertainment, information or persuasion purposes. They understand that reordering clauses or parts of clauses can create subtle meaning differences. They use depicting signs to innovate where there are lexical gaps, and make richer use of the 'visual vernacular', producing complex narratives that combine and switch between methods of depiction (CA, DSs and lexical signs) and frames of spatial reference (character or observer). They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of communication. They investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning, and how they in turn are shaped 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 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 their ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop a 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 interculturally appropriate ways.

Level of support

While learners at this level are increasingly less reliant on the teaching team for support during communicative interactions, continued provision of rich language input and modelled language is needed to consolidate and sustain language development. The teaching team provides implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, situations and learning experiences; and explicit instruction and explanation in relation to complex structures, grammatical functions and abstract concepts and vocabulary. 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, through peer support and self-review or by creating and maintaining a video journal or folio which they use to reflect on their language learning and intercultural experiences. They are increasingly aware of and responsible for their own learning, working independently to address their needs, for example by accessing technologies and additional learning resources, such as Signbank, to assist their learning. They use graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts.

The role of English

Learners and the teaching team use Auslan as the primary medium of interaction in language-oriented and most content-oriented learning experiences. English is used for comparative analysis and for research when a source text in Auslan cannot be found. Learners are encouraged to reflect on the different roles English and Auslan play in their academic work and in their conceptual development.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Use interactions within the school and wider community to build relationships and to discuss personal aspirations or social issues

[Key concepts: register, debate, discussion; Key processes: debating, chatting, initiating, discussing]

(ACLASFC073)



- competing in inter-class or inter-school debates, using appropriate conventions and protocols to support or oppose a proposition, for example, using space and NMFs to contrast views
- contributing to exchanges with peers and teachers when discussing their personal, educational and professional future wishes
- participating in role-plays on social and cultural issues, for example, the role of interpreters or the impact of social media
- communicating using digital technologies to chat with a student from another school, for example about the influence of 'text talk' and social media on Auslan, such as the use of signs for LOL, WHATEVER
- participating in a whole-school forum on current school or community issues
- communicating via video calls or social media platforms with other deaf children in different contexts to build relationships and exchange views on topics of mutual interest
- using strategies to initiate and sustain discussion, for example by providing the context of a conversation to new participants:
PRO3 SAY...
She was saying that ...

 Auslan

Participate in actions and interactions involving advocacy and consideration of cultural diversity, perspective and experience

[Key concepts: diversity, perspective, inclusion, advocacy;

Key processes: managing, promoting, advocating, collaborating]

(ACLASFC074)




- managing shared learning experiences that require consideration of different views, opinions and cultural perspectives
 - designing and enacting hypothetical scenarios that address issues related to Deaf experience, for example in the domains of sport or education
 - collaborating with a partner to take action on an issue affecting the Deaf community, such as advocating for provision of captioning or funding for Deaf organisations
 - organising an awareness campaign that reflects or mediates views on issues of relevance to their peer group/community, for example, creating a positive promotional video about successful deaf people in their state, outlining strategies to support achievement
 - advocating for a change in particular school processes or practices, such as ensuring all public school performances (such as theatre or dance festivals) automatically have interpreters present, for example by meeting with the student council, principal or parent group to advocate
-

Engage proactively in language learning experiences through discussion, justification of opinions and reflection on the experience of learning and using Auslan

[Key concepts: language learning, argument, ideas, reflection;
Key processes: clarifying, interrogating, reflecting, comparing]

(ACLASFC075)



- participating in discussion and debate, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
- making connections between their own and each other's ideas or beliefs and real-life experiences and consequences, using reflections such as:
SOMETIMES POSSIBLE HAPPEN++ WHY I-F PRO2
PAST THINK-ABOUT WILL TRUE HAPPEN
Sometimes things happen because you think they will, so it comes true.
I-F YOU THINK PRO2 CAN PRO2 CAN. IF PRO2 THINK YOU CAN'T YOU CAN'T.
If you think you can, you can. If you think you can't, you can't.

- comparing opinions about culturally appropriate behaviours when engaging with unfamiliar members of the Deaf community
- using skills such as paraphrasing, questioning, interpreting non-verbal cues and appropriate vocabulary selection to support elaborated discussion
- discussing and experimenting with ways to strengthen and refine signed texts to entertain, inform, persuade or inspire different audiences
- exchanging reflections on the experience of using Auslan in different contexts and situations, comparing challenges or satisfactions and reflecting on how the same event can be differently experienced or interpreted

Informing

Elaborations

Research and evaluate information from different sources and perspectives, summarising opinions and critically appraising relationships between texts and contexts

[Key concepts: debate, evidence, bias, critical analysis, context; Key processes: researching, evaluating, debating, providing feedback, summarising]

(ACLASFC076)



- evaluating information collected from different sources to debate issues of interest and significance to the Deaf community, such as eugenics, deaf technology or interpreter ethics
- using critical literacy skills to recognise textual bias and to distinguish between fact and opinion in differently sourced texts relating to the Deaf community and/or deafness
- researching a significant event that affects/has affected the Deaf community, summarising findings in the form of contributions to a panel discussion or debate
- evaluating information presented by their peers or teachers, providing constructive feedback supported by evidence
- appraising and summarising opinions expressed in formally and informally signed texts
- using stories by elders and excursions to sites of significance to document, describe and provide explanatory detail of places of importance to the Deaf community
- using primary or secondary signed sources to research significant events in Deaf history to present a critical overview of how information can be differently presented

Prepare and present researched information on a range of issues, considering the context in which the information will be received

[Key concepts: audience, context, source, evidence, bias, statistics; Key processes: presenting, explaining, interpreting data, evaluating]

(ACLASFC077)



- presenting a sustained signed explanation on a given topic, using information selected from a range of sources to suit the intended audience
- using evidence selected from independent research sources and evaluative or persuasive language to respond to arguments about issues such as eugenics, deaf technology or interpreter ethics
- presenting information on current affairs or news items, identifying bias and the effect of context on the shaping of texts
- arguing a predetermined, evidence-based position in a panel discussion/debate on controversial questions, for example, the inclusion of deaf members of a jury
- designing the presentation of an Auslan text for a vlog that requires voice interpreting with notes to indicate emphasis and to clarify meaning
- providing explanations of abstract or technical concepts, such as poverty or radiation from uranium, shaping the style of the presentation to suit the intended audience, for example through significant use of depicting signs
- presenting an interpretation of graphs and statistics that provide information relating to the Deaf community, discussing findings and making predictions about future changes or patterns

Creating

Elaborations

Analyse different types of imaginative, creative and performative texts, considering how different techniques and modalities are employed to communicate with different audiences

[Key concepts: meaning, mood, imagery, rhyme, metaphor;
Key processes: analysing, interpreting, discussing, responding, reflecting]

(ACLASFC078)



- analysing examples of signed performance poetry, identifying patterns and conventions such as repetition of handshapes and movement paths of signs to create rhyme and to convey meaning
 - interpreting visual representations of Deaf experience, including the use of metaphors, perspectives, colours and textures in visual art forms such as sculpture, painting, photography, printmaking or ceramics
 - responding to forms of Deaf art that challenge perceptions and stimulate discussion, such as the work of Christine Sun Kim or members of the Australian Theatre of the Deaf or Deafinitely
 - comparing responses to imaginative texts that present particular values or points of view, for example, Deaf slam poetry
 - reflecting on the multilayered dimension of signed narrative, identifying how dynamic handshapes, facial expressions and body movements provide simultaneous narrative, commentary and emotional expression
 - comparing different recordings of signed storytelling, for example of young children making up stories or older people telling traditional tales, noticing differences in their language
 - comparing their interpretations of/responses to performances by deaf comedians, storytellers or poets
 - viewing and reviewing media texts that use aesthetic, artistic or realistic techniques to interpret and communicate dimensions of the Deaf experience, for example the documentary *Deaf Jam* (2011)
 - exploring the use of technology in Deaf art, film or performance, for example to help build mood or emotional expression
 - identifying relationships between elements such as imagery or signed sequences in texts such as ballads, free verse or narratives, for example by working with Auslan translations of Shakespearean texts
 - responding to signed poems that use extended metaphor to communicate values and ideas or to express emotional experience, for example, 'Butterfly Hands' by Walter Kadiki
 - comparing the visual nature of signed narratives with oral traditions of Indigenous cultures
 - analysing responses of hearing audiences to deaf performances, for example by evaluating comments made by judges on reality/talent television shows
 - discussing the complexity of live theatre performance interpretation and the use of deaf interpreters and consultants
 - creating highly complex narratives combining and switching between ways of reference, for example, CA, DS, lexical signs and frames of spatial reference
-

Create imaginative texts designed to engage and/or reflect the interests of specific audiences and to stimulate discussion of cultural issues and experiences

[Key concepts: mode, multimodality, visual imagery, metaphor, intercultural experience; Key processes: creating, adapting, experimenting, performing]

(ACLASFC079)



- creating a dynamic multimodal performance suitable for different modes of entertainment, such as a vlog, television or live performance
- adapting the mode and style of delivery of a narrative or poem to suit either a younger or older audience
- creating a class anthology of Auslan poems that reflect the diversity of cultural experience represented in their school community
- experimenting with different modes of expression and visual imagery to explore the poetics of visual language
- creating poems or raps that represent emotional accounts of personal stories, successes or struggles to enter into a class slam poetry competition
- plan, rehearse and perform short dramatisations that explore social/cultural issues relevant to their peer group or community, selecting language features, images and forms of expression to suit the intended audience
- using metaphors to extend or redirect a favourite text that invites reflection on cultural or intercultural experiences
- creating an animation with a deaf character or theme related to the Deaf community
- creating a piece of art such as a sculpture, collage or film clip that reflects their experience of moving between Deaf and hearing worlds
- creating a signed poem that reflects elements of their own emotional response to a particular personal experience

Translating

Elaborations

Translate Auslan and English texts composed for different audiences and contexts and consider the dynamic nature of translating and interpreting and the role of culture when transferring meaning from one language to another

[Key concepts: equivalence, representation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, explaining, analysing]

(ACLASFC080)



- experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion (for example, *raining cats and dogs*) and discussing how to interpret such idioms accurately
- comparing online Auslan and English public announcements and government policy/information texts in terms of different approaches to translation and preservation of content, for example, free versus literal
- viewing and discussing the effectiveness and accuracy of online Auslan translations, such as the *Catching Fire* series of safety videos or the emergency disaster preparedness videos
- trialling different resources to assist in translation, including online dictionaries and footage, for example by comparing individual translations, back-translating, and reviewing useful references
- considering the nature of translation with reference to different strategies such as decoding literal meaning (word for sign), reading for meaning (sense for sense) and cultural reading (between the lines)
- recognising the need to sometimes recast language and considering why one language may use more words/signs than another to communicate a particular meaning or concept, for example, in relation to the use of space and depicting signs in Auslan in describing a scene compared to the linear spoken modality of English
- critically evaluating the accuracy and effectiveness of English subtitles to an Auslan text, for example the range of community service Auslan messages produced by the Deaf Society of NSW
- providing annotated examples of translations of poems or other types of text, identifying challenges involved in transferring meaning, expression, culture and mood from one language to another
- comparing examples of BSL and Auslan literature and evaluating translations from both/each into English, for example of poems by Dorothy Miles or Walter Kadiki
- translating suitable jokes, songs, poems, stories or plays from English into Auslan and vice versa
- analysing existing translations of texts, such as short subtitled films or TV programs containing deaf characters using various sign languages, making comparisons with their own translations into Auslan or English and reflecting on identified variations
- identifying the range of reference materials and resources available to assist in language documentation and translation tasks, for example ELAN, and exploring how to use them
- researching aspects of available interpreting services in their area, for example, the role of interpreters, qualifications required, ethical considerations and issues associated with interpreting and translating in specialised contexts such as health, education, legal settings
- exploring the role of deaf people as Deaf interpreters and as language consultants on interpreted theatre events,

considering the work this involves and the skills needed for it

- considering culturally appropriate and ethical behaviour when interpreting and translating, for example by explaining appropriate behaviour in interpreting contexts and considering potential consequences of inaccurate interpreting
- analysing codes of ethics of interpreters, comparing existing codes in Australia, such as the ASLIA and AUSIT codes, and developing simple translations of the main principles of each code
- role-playing the part of a Deaf interpreter for unfamiliar deaf guests who are non-conventional Auslan users or users of another signed language in a simple context such as an interaction in a library
- comparing signed texts in International Sign with translated Auslan versions created by students, using H3 broadcasts as a resource
- participating in formal situations where interpreters are working, discussing observed translation choices made

Create resources such as videos, glossaries and classifications in English to interpret cultural aspects of Auslan texts

[Key concepts: expression, bilingualism; Key processes: recording, creating, captioning]

(ACLASFC081)



- collecting and explaining to non-Auslan users expressions and culturally specific terms encountered in Auslan texts, for example, *hearing*, *residential school*
- collecting and recording different signs, attaching English captions with appropriate translations, for example, PAH! = *finally*, TALK = *communicate in speech or Auslan*, CHAT = *talk in Auslan*
- creating a bilingual virtual tour of the school for use on the school website
- developing a signed and captioned film presentation, for example, about how to work with an interpreter
- making a short bilingual documentary in Auslan and English about a topical issue, moving through the processes of drafting, translating and captioning the final product
- capturing and presenting stories recorded from interviews in Auslan with members of the Deaf community, captioning the interviews in English

Identity

Elaborations

Identify ways in which deaf people relate to and are perceived by society as 'people of the eye', how they demonstrate connections with culturally rich places and associations, and how their sense of identity, roles and responsibilities change over time

[Key concepts: identity, relationship, Deafhood, reciprocity, guidance, place, space, rights, responsibility, social action; Deaf gain; Key processes: discussing, comparing, investigating, reflecting]

(ACLASFC082)



- discussing the notion of 'Deaf eyes' and the capacity of deaf people to determine the deaf/hearing status of others in their environment based on eye behaviour
- considering how deaf people are perceived to be more observant and more astute visually, for example, as drivers, in sports or in terms of visual memory, comparing anecdotal findings and documented research on this issue
- discussing how identity may shift depending on what is most salient in any context or setting, and how as people mature they learn to navigate 'multiple identities' in relation to different elements of their experience, such as background ethnicity and culture and Deaf identity/culture
- reflecting on the concept of Deafhood as it applies to and informs life choices made by young Deaf people, for example in relation to social group participation, communication preferences, ways of identifying, describing and introducing themselves to others
- considering how relationships between changing technology and Deaf people are managed to express and to reflect identity, for example, the rejection of hearing devices or, alternatively, highlighting them with colour or prominent placement
- considering whether a strong sense of shared identity influences the capacity for awareness and advocacy for Deaf people's rights
- discussing how social groups such as Deaf communities form intergenerational patterns that determine relationships and shape behaviours, for example, by interviewing a member of a Deaf family of two or more generations
- investigating ways the Deaf ecosystem works and the reciprocal nature of relationships in some Deaf communities, for example in business or professional domains, and the contribution this ecosystem makes to collective identity
- discussing how the Deaf community expresses different elements of their identity, for example through behaviours associated with Deaf spaces, greetings and introductions which illustrate community status and affiliation
- investigating how a strong sense of identity impacts on social and emotional health and wellbeing by exploring the available research on wellbeing and identity in deaf people
- identifying and describing intersections between national and international Deaf communities and organisations, and how these contribute to a transnational sense of belonging, for example, by evaluating shared experiences by viewing online texts produced by deaf people in different countries
- comparing changing values and status of place and space in different international Deaf communities, for example, the loss of Deaf clubs or closure of Deaf schools, and reflecting on the implications of these changes over time for Deaf identity
- responding to different philosophical and social views

about deafness, considering the impact of varying attitudes on a deaf person's developing identity

- discussing ways in which the philosophy of 'Deaf gain' can be applied to personal circumstances, such as classroom accommodations and sporting participation
- summarising elements of elders' guidance on how cultural values, beliefs and traditions are expressed and connected through shared experience of visual ways of being, providing examples of how these are demonstrated in community behaviour and in interactions with the wider community
- describing and comparing their personal sense of social responsibility towards their Deaf community, for example as demonstrated through attending, organising or volunteering at festivals, camps or youth groups
- exploring the wider political landscape of the Deaf community as it impacts on individual and community identity, for example, by identifying the impact of activism and Deaf empowerment movements such as the Deaf President Now campaign at Gallaudet University, a 'Deaf place', in effecting change and strengthening Deaf communities' connection to 'place'

Reflecting

Elaborations

Reflect on the experience of learning and using Auslan formally in school, and considering how intercultural communication involves shared responsibility for making meaning

[Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination; Key processes: comparing, analysing, explaining, reflecting]

(ACLASFC083)



- reflecting and reporting on how learning Auslan formally in school provides insights into the general nature of language and culture as well as an explicit means of interpreting the world in which they live
- considering the relationship that exists between language, culture and issues of access and identity, and the significance of issues of discrimination, inclusion and exclusion
- keeping a journal of experiences (humorous, satisfying or challenging) associated with using Auslan in school and in wider community contexts, noting changes in their responses and reflections over time and comparing insights gained through interactions with other languages and cultures
- considering the layers of intercultural complexity and depth in the Deaf community, for example in relation to the insider/outsider concept or the role of deaf members of deaf families, and reflecting on their own position within such frameworks
- sharing and comparing cultural and intercultural experiences and capabilities in different signed and spoken/written languages including Auslan, and identifying benefits of using more than one language, such as a larger repertoire of communication strategies, additional insights and perspectives, opportunities for new experiences
- reflecting on their experience of living and communicating in a visual world and on particular challenges and benefits they have experienced
- discussing how intercultural communication is a two-way process which involves shared responsibility for meaning-making and ensuring understanding

Understanding

Systems of language

Elaborations

Understand the perceptual and articulatory reasons for the structure of signs, and analyse how iconicity can be used to create metaphors in Auslan and critically evaluate video annotation software as a means of transcribing and analysing Auslan

[Key concepts: iconicity, metaphor, transcription; Key processes: analysing, applying, categorising, demonstrating, describing, evaluating]

(ACLASFU084)



- understanding that the elements of a sign can be arbitrary (for example, the handshape or movement of the sign WHY), or meaningful, such as the movement and the handshape in the sign GIVE
- exploring perceptual and articulatory reasons why some handshapes are more common than others
- beginning to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST, and discussing how it relates to metaphors in English, for example the 'time as space' metaphor in both languages
- applying knowledge of iconicity in signed languages, for example how the path movement of a verb can be a metaphor for the timing of an action, for example, PRO1 WAIT_{for-a-long-time} PRO2, observing that English can do the same with changes to the length of phonemes, for example, *I screeeeeeeeaaaamed!*
- using annotation software such as ELAN as a tool to transcribe and analyse signed languages

Analyse signed texts in terms of spatial frames of reference used, and explain how signers show periods of constructed action

[Key concepts: character and observer space, constructed action; Key processes: contrasting, analysing]

(ACLASFU085)




- analysing a signed text for examples of character and observer space and describing why the signer has chosen that viewpoint
- appreciating the production of reciprocal forms of some indicating signs, such as LOOK, GIVE, INVITE
- identifying some of the aspectual modifications to verbs in an Auslan text, such as WORK_{for-a-long-time} or GO-TO_{repeatedly}
- analysing a video of a signed narrative and identifying the moments in which a signer shifts into a different role in CA, and how they show that, for example, eye gaze change

Understand the difference between main and subordinate clauses and how the inclusion of constructed action and depicting signs has an impact on clause structure

[Key concepts: auxiliary and main verbs, clause types, reference; Key processes: recognising, comparing, identifying]

(ACLASFU086)



- understanding that verbs can be either auxiliary (**CAN** JUMP or **TRY** REACH) or main verbs (WORK)
- noticing how to use modal verbs and NMFs to express possibility, obligation and ability (MIGHT, SHOULD)
- understanding the difference between definite and indefinite reference and how Auslan makes this distinction
- recognising the function of some signs as interjections or discourse markers
- recognising that conditionals have a main and dependent clause and associated NMFs
- identifying coordinated clauses showing causation and describing how it is shown, for example PRO3 STUDY_{hard} BECAUSE WANT EXAM MARKS GOOD

- recognising how emphasis in sentences can be changed by reordering clauses or parts of clauses
- recognising that the presence of CA or DSs affects how a clause is structured

Understand the interrelationship between text types, linguistic features, cohesive devices, audience, context and purpose
[Key concepts: audience, choice, convention, cohesion; Key processes: analysing, identifying, discussing, applying]

(ACLASFU087)



- analysing expository texts, identifying characteristic language elements and features
- analysing a videoed class debate to identify how language is used to justify opinions and persuade others
- analysing an Auslan text in depth, for example by identifying characteristic features of the particular text type and discussing how language choices are made to take account of a text's intended audience and purpose
- noticing how grammatical choices shade meaning, reflect perspective and establish relationship between text participants, for example choosing to be more or less English-like in a particular context or relationship
- noticing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space
- applying knowledge of ellipsis to achieve cohesion

Language variation and change

Investigate and analyse the nature of and community attitudes to variation in the use of Auslan

[Key concepts: standardisation, contact, evolution, flexibility, variability; Key processes: recognising, investigating, researching, analysing, considering]

(ACLASFU088)



Elaborations

- recognising that there is a greater degree of flexibility and variability in 'oral', face-to-face languages such as Auslan compared to spoken/written languages passed on from parents to children, for example, less standardisation and minimal 'frozen texts', and considering reasons for such differences
- researching different aspects of variation in the use of Auslan, considering influences such as geographical location, social groupings, history, educational experience, age of learning, family background and contact with Signed English or other languages
- debating the merits and disadvantages of creating a standard form of Auslan, for example the benefits of mutual comprehensibility versus the practical problems involved in who decides on the standard and how to get signers to comply
- considering the effect that expanding sign language interpreter services might have on standardising Auslan, especially in the areas of education and medicine
- noticing ways people might adapt language according to situation of use, such as when signing to a large audience, the use of one hand or two, clarity of sign production, size of signing space, pace, NMFs, pauses and amount of fingerspelling
- considering how Auslan has been influenced by the use of Signed English in education settings (especially from the 1970s to the 1990s) and cultural attitudes towards Signed English

Language awareness

Elaborations

Investigate and compare the nature and status of Auslan and other signed languages, considering issues such as language and education policies, language rights, representation and processes of language preservation and language building
[Key concepts: policy, rights, representation, status, recognition, documentation; Key processes: describing, researching, comparing, investigating, analysing, evaluating]

(ACLASFU089)



- identifying historical events, government policies and educational initiatives that have impacted on the status of Auslan and the identity of the Deaf community, such as ALLP, DDA, the mainstreaming of deaf students
- researching the nature of International Sign, including its relationship to national signed languages and its use by deaf people
- analysing subjective measures of language vitality, such as societal attitudes towards Auslan or the perceived strength of the language identity group, and identifying challenges facing Auslan in terms of societal attitudes, provision of resources, access, education systems and social networks
- analysing the status and use of Aboriginal and Torres Strait Islander signed languages and comparing these to Auslan
- appreciating the impact of the use of Auslan in settings such as education, health care and different workplace settings in terms of the evolution of the language and specialised terminology
- analysing representations of deaf people and sign language in the Australian media and wider community, making comparisons with representations of other languages and cultures
- investigating how Auslan and Deaf culture are promoted in the wider community, for example, through the influence of organisations such as Deaf Australia, of high-profile individuals such as activists or actors and of events such as NWDP Deaf Festival, Australian Deaf Games or Deaf art exhibitions
- considering how processes of language building and evolution may expand existing Auslan linguistic and cultural resources in the Australian community
- investigating programs and initiatives that maintain and strengthen Auslan use, such as school language programs; bilingual education and research programs; recording, archiving and documentation of the language; and the establishment of websites and databases
- appreciating the importance of documenting and promoting Auslan in raising community awareness of the richness and value of signed languages
- recognising that Auslan requires maintenance, development and documentation, considering historical and contemporary circumstances which have either contributed to or impeded these processes, for example the use of technology such as ELAN for capturing and documenting the language
- considering domains where Auslan may grow in the future, and contributing to localised Auslan signbanks on specific topics, for example, creating a bank/dictionary of signs used by deaf students and interpreters in Year 9 Science
- researching the status and recognition of signed languages in other countries, for example, New Zealand, the USA, the UK, the Scandinavian nations, considering issues such as language rights, documentation and

development efforts

- discussing the concept of 'language health' and how it applies to Auslan, for example by designing a chart of relevant factors such as status (social, economic, historical), demography (number and distribution of users) and institutional support (media, government, education, religion, industry, culture)

Role of language and culture	Elaborations
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Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other and that their relationship changes over time and across contexts

[Key concepts: knowledge, value, relationship, transmission;
Key processes: reflecting, exploring, analysing, comparing]

(ACLASFU090)



- exploring the relationship between language and culture, for example by analysing language used in pathological and sociocultural models of deafness and the impact that each philosophy and the language used to express it may have in regard to services for deaf people
- appreciating the complexity of the relationship between language and culture, for example by discussing distinctions between Deaf cultures and other cultural minorities, such as the fact that most deaf people are born to hearing parents and typically access and experience Deaf culture through communicating with peers and other Auslan users in and out of school, in addition to their cultural experience in their families of origin
- recognising the cultural significance of symbols and language features used in Auslan, for example the use of *light* and *darkness* in stories, poetry and performance, as in *gaslight* stories
- considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, such as changing signing space and style, using indirect language such as signing lower or under the table, fingerspelling instead of signing overtly, or modifying a sign choice such as *menstruation* to suit the context
- understanding that Auslan plays an important role in the expression and maintenance of Deaf culture, that each deaf person has a right to learn and use Auslan as part of their birthright and as a key element of their membership of the Deaf community, and that they become custodians and owners of the language
- appreciating the cultural value and importance of festivals and events in the Deaf community, such as NWDP, as celebrations of language, history, culture and identity
- analysing ways in which deaf people interpret and exploit the possibilities and cultural meanings of sound, for example, in games and stories which incorporate signs for sound and reactions to sound, for example, a door slamming
- recognising that Auslan signs change over time due to shifting cultural values and changing experiences, for example, the sign for APPRENTICE modified to refer to TAFE, the shifting values around the sign DEAF^DEAF (culturally Deaf reference for deaf-mute), and unsuccessful attempts to reframe this with an audiological focus
- reflecting on the ways culture is interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions
- recognising that cultural beliefs and behaviours are embedded in Auslan, for example, recounts by deaf people of interactions with hearing people might include language that reflects beliefs about English and 'hearing-ness', for example, an anecdote about a frustrating interaction might be concluded with *hearing, their way*
- reflecting on the labels 'deaf' and 'hearing', considering

what they mean to different people and their implications in terms of status, access, opportunity and privilege

- analysing ways in which deaf people's jokes and humorous narratives reflect cultural values about deaf/hearing relationships and how deaf people navigate the world, for example the 'Bob's House' commercial
- exploring how advocacy strategies can reflect deaf people's cultural practices and values, for example the 'TTY-in' used to advocate for the National Relay Service

Years 9 and 10 Achievement Standard

By the end of Year 10, students exchange information, ideas and opinions on a broad range of social, environmental, educational and community issues. They summarise and justify points of view and use reflective language to respond to others' opinions and perspectives, for example, RIGHT-YEAH, PRO2 DIFFERENT PERSPECTIVE NEVER THOUGHT. They initiate, sustain, support and extend discussion, using strategies such as paraphrasing, inviting opinions and elaborating responses, for example PRO2 CONFUSE PRO1 WIND-BACK. They select appropriate vocabulary and use supporting evidence when clarifying and justifying statements. They use respectful language to negotiate, problem-solve and to manage different perspectives when engaging in collaborative tasks, for example, PRO1 FEEL PRO2 RIGHT TALK OVER.... BECAUSE.... Students research, analyse and evaluate information from a range of sources and perspectives, and create sustained signed texts designed to entertain, inform, persuade or inspire different audiences. They use non-manual prosodic features to create emphasis or other effects. Students analyse different types of creative and performative texts, considering how specific techniques and modalities are used to different effect, for example, using repetition of handshapes and movement paths of signs to create rhyme, or the use of visual metaphors to convey meaning. They compare responses to texts that present particular values or points of view, for example, Deaf poetry. They create their own imaginative texts such as narratives or poems, combining and switching between types of language, for example, telling with lexical signs or showing with constructed action (CA) or depicting signs (DSs) and frames of spatial reference to indicate character or observer point of view. Students translate and interpret a range of signed texts, comparing their translations and explaining factors that may have influenced their interpretation. They identify the relationship that exists between language, culture and identity and explore how individual and community identity are conveyed through cultural expression and language use. They reflect on the experience of communicating in a visual world and on associated challenges and advantages experienced as deaf people in a hearing world.

Students identify and describe metaphorical iconicity, for example, love, avoid/resist, and compare this with the use of metaphors in English. They distinguish character or observer frame of reference in a text; between main and subordinate clauses; and demonstrate how the inclusion of CA and DSs impacts on clause structure. They analyse different types of text, such as expository texts, identifying characteristic language elements and features. They investigate variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, the age of learners, family background and degree of contact with Signed English or other languages. They make comparisons between the ecologies of Auslan and those of signed languages in other countries, taking into account issues such as language policies and language rights, advocacy, reform and language vitality. They identify factors that help to maintain and strengthen Auslan use, such as intergenerational contact and bilingual school programs. Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of deaf people.

The Australian Curriculum Languages - Auslan First Language Learner Pathway - Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. Learners in this pathway have had little or no experience with Auslan, but are learning it with the expectation that it will be their primary language in the future. They have a range of experience with other signed or spoken languages, or a home gesture system, but may not be fluent in any standard language, and may have associated cognitive challenges. A multilevel and differentiated approach to teaching and task design responding to this diversity of prior experience is necessary, including using as much visual support as possible.

Auslan is learnt in parallel with English literacy. Learners in this sequence and pathway have little experience of English and are learning English literacy simultaneously to Auslan. As they have no access to spoken English, this poses particular challenges. The learning of Auslan supports and enriches deaf students' learning of English.

Auslan learning and use

Rich language input characterises the first stages of learning. Learners engage in a range of activities designed to immerse them in language scaffolded to their level of linguistic and cognitive development. They build vocabulary for thinking and talking about school and home, routines and social worlds. They interact in structured routines and activities with their peers, family members and as many fluent signing adults as possible. They are supported to use Auslan for different language functions, such as asking and responding to questions, expressing wishes, responding to directions, and taking turns in games and simple shared learning activities. Learners may initially need time to watch Auslan without pressure to respond, until they feel comfortable with the situation and context. When they produce Auslan, they use well-known phrases to participate in familiar routines and structured conversations. Over this band, they continue to develop confidence in communicating about the here and now, and gradually begin to talk about the past or future and non-present entities or events.

Contexts of interaction

Learners at this level are given as much opportunity as possible to interact with their peers, the teaching team and members of the Deaf community for additional enrichment and authentication of their language learning. Information and communication technology (ICT) resources provide extra access to Auslan and to the cultural experience of deafness. A key expectation in the L1 pathway is that students will have opportunities to interact with a variety of native or near-native signing models. The familiarity and routine dimension of the classroom context provide scaffolding and opportunities for language practice and experimentation. Language development and use are incorporated into structured collaborative and interactive learning experiences, games and activities.

Texts and resources

Learners engage with a variety of signed texts, live and recorded. They watch the teacher signing, share ideas and join in activities, stories and conversational exchanges. They become familiar with ways of recording Auslan, either through film, photos of signs, line drawings of signs or simple symbols. An important source of texts is the Deaf community and older members of it.

Features of Auslan use

Learners in Years 7–8 can identify the handshape movement and location of signs. Depending on their access to home-sign systems, they make use of varying levels of handling or SASS depicting signs, gradually learning the conventions of Auslan. They learn to use entity depicting signs to discuss movement and location, decreasing their signing space to the conventional area. Learners at this stage use simple clause structures, modifying some verbs for present referents, and begin to understand and ask basic questions.

Level of support

The early stage of language learning is supported by extensive use of concrete materials and resources, gestures and body language. If the student has existing idiosyncratic gestures or home signs the teacher can access, these are used to scaffold their learning of Auslan. Learning is also supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement. Use of recounting and retelling assists in establishing early language skills based on real-life experiences. The teacher provides implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts.

The role of English

Auslan is the language of all classroom interactions, routines and activities. Because these students do not have any English, they cannot make comparisons between English and Auslan. Research work in English is not an option for these learners. The students’ learning is focused primarily on developing Auslan capabilities as intensively as possible with a view to progressing to a state of communicative competence as soon as possible.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Interact with peers and teachers to exchange information about self, family, friends and interests, describe people and objects and express some feelings and preferences

[Key concepts: interaction, communication, introduction, description; Key processes: socialising, expressing feelings, exchanging greetings, asking/responding to questions]

(ACLASFC091)



- exchanging greetings, thanks and apologies, for example, HELLO, HOW-ARE-YOU? GOOD MORNING M-R-J-O-N-E-S, THANK-YOU, SORRY
- expressing feelings using lexical signs and affective NMFs, for example:
PRO1 HAPPY
I'm happy.
PRO3 GRUMPY
She's grumpy.
- using formulaic language to express wishes for particular occasions or events, for example, HAPPY BIRTHDAY, GOOD-LUCK
- making arrangements using simple time-related signs without numeral incorporation, for example, LAST-WEEK, MONDAY and with numeral incorporation, such as THREE-DAYS-AGO, TWO-YEARS-AGO, IN-TWO-DAYS
- stating likes, dislikes and preferences using associated NMFs, for example:
PRO1 LIKE TV
I like TV.
DON'T-LIKE DRAWING
I don't like drawing.
- introducing self and family and explaining relationships using possessive pronouns, for example:
POSS1 NAME X, PRO1 12-YEARS-OLD
My name is X, and I'm 12 years old.
PRO3 POSS1 BROTHER
He's my brother.
- asking and responding to questions about a familiar topic such as their family, a hobby or an interest, or a recent event, for example:
PAST WEEKEND, YOU GO WHERE?
Where did you go last weekend?
FAMILY PRO1 GO PLAY SOCCER
My family and I went to play soccer.
- referring to family members and classmates by fingerspelling a name or by using a sign name and describing their appearance or characteristics, for example:
POSS1 SISTER TALL SKINNY HAVE BLACK HAIR
My sister is tall and thin and has black hair.
- describing what they are doing in class activities using plain verbs, for example, PRO1 WRITE, PRO1 READ

Participate in guided group activities such as signing games and simple tasks using repeated language structures, non-manual features and gestures

[Key concepts: game, learning activity, instruction, role-play, task; Key processes: participating, following instructions, classifying, exchanging, transacting, collaborating]

(ACLASFC092)



- participating in games or activities that involve repeated signs, gestures and NMFs, for example, *I went to the market and I bought ...*
- following instructions by locating or moving classroom objects in activities that involve concepts such as space, place and memory, such as by hiding a marker pen and playing 'hot/cold' to find the pen
- participating in activities that involve exchanging or classifying objects and attributes such as by shapes, colours and amounts
- using questions and affirmative and negative answers when participating in role-plays that involve transactions such as ordering food at the tuckshop
- participating in barrier games and other information-gap activities
- working together in collaborative tasks such as craft or cooking activities
- attracting attention or asking for clarification or help to complete a task, for example:
WHAT MEAN?
What do you mean?
PLEASE AGAIN SIGN
Please sign that again.

▶ Auslan

Develop communication and interaction skills such as asking and responding to simple questions and statements and following protocols for participation in Auslan classes and engaging with the Deaf community

[Key concepts: protocol, greeting, signing space, visual applause; Key processes: recognising, following instructions, gaining attention]

(ACLASFC093)



- recognising and using fingerspelled names for roll call and games
- exchanging greetings with peers and teachers and stating the day and date
- following instructions for class routines, such as:
DS:line-up PLEASE
Line up, please.
PLEASE WITH-2++ DS:sit-opposite
Please find a partner and sit opposite each other.
- asking for help or permission, for example:
PLEASE HELP_{-me}?
Can you help me, please?
CAN++?
Can I?
- gaining someone's attention, for example by waving or tapping a shoulder or table
- stopping activities and paying attention when lights are flashed or hands are waved
- using NMFs such as focused eye gaze, nodding and head shaking to show affirmation and negation
- keeping appropriate signing space between themselves and others
- using visual applause to show enjoyment of entertainment or commendation

▶ Auslan

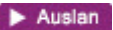
Informing

Elaborations

Locate specific points of information from signed texts about familiar topics and use the information in new ways
[Key concepts: information, topics, directions; Key processes: identifying, responding, following directions]

(ACLASFC094)



- responding to signed information such as class messages or short introductions, for example, by identifying names, numbers or times
- identifying and applying specific information in signed texts using visual pictures and props to complete guided tasks such as craft activities
- gathering information from peers about topics such as family members or favourite foods
- identifying information in simple texts that relate to properties such as colour, size, shape or amount, for example when interacting with materials and concrete objects
- following directions for simple activities involving visual cues such as a treasure hunt, for example:
DS:turn-left DEAD-END DS:turn-right
Go left, then at the end turn right.

- identifying and categorising signs appearing in simple texts according to handshape
- watching short Auslan texts about topics such as hobbies or sports, recording key points of information using tables or graphic organisers

Present factual information about familiar topics using signs that have been modelled
[Key concepts: description, procedure, recount; Key processes: describing, demonstrating, recounting, reporting]

(ACLASFC095)



- describing an object, space, animal or person using modelled lexical signs and short phrases, for example, describing the layout of key items in the classroom
- contributing to a digital presentation such as a class video by signing a basic description of their own family members
- demonstrating simple procedures such as getting ready before school in the morning, using gestures, objects and buoys
- recounting an experience they have shared, sequencing events through the use of modelled signs and photos
- reporting on aspects of their daily routines, using modelled signs and visual prompts, for example outlining a travel route home from school
- producing a series of signs for peers to complete a simple action-based activity such as a sign circle game

Creating

Elaborations

Participate in the viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or modelled signs

[Key concepts: story, imagination, Deaf art, gesture, mime;

Key processes: viewing, drawing, responding, mimicking, shadowing]

(ACLASFC096)



- viewing narratives in Auslan, for example, from the Auslan Storybooks website, demonstrating understanding through drawing, gesture and modelled signs
- responding to short expressive texts that involve the movement of people, animals or vehicles, demonstrating understanding through drawings or familiar signs
- responding to key elements of short signed stories, for example by mimicking facial expressions or repeated signs
- participating in interactions in Auslan that involve imaginative responses to stimuli such as cartoons using gestures, handshapes, facial expressions and simple signs to suggest what happens next in the story
- engaging with different forms of Deaf art, such as handshape creations, and responding by creating their own piece of art on a similar theme
- shadowing NMFs in short Auslan poems or narratives
- retelling favourite events of an Auslan story using modelled signing
- engaging in imaginative interactions that involve the creation of mood or momentum through repeated use of signs, handshapes and facial expressions to modify manner or intensify adjectives
- responding to performances of Deaf poetry that evoke emotions such as sadness, fear or excitement, for example by indicating enjoyment or different personal feelings

Express imaginative ideas and visual thinking through the use of mime, gestures, drawing and modelled signs

[Key concepts: story, animation, constructed action; Key processes: re-enacting, depicting, constructing, representing]

(ACLASFC097)



- re-enacting individual short stories or wordless animations using gestures, actions and modelled signs
- depicting the movement of people, animals or means of transport by using handshapes in creative ways
- creating amusing sequences of signs using a fixed handshape, such as *point* in PRO2 THINK PRO1 SHY
- using gestures and modelled signs to create their own short stories or mimes
- creating an imaginative scenario that features the movements and characteristics of a particular animal through the use of constructed action
- participating in storytelling games or imaginative activities, such as the joint construction of a humorous story
- working with classmates to represent objects using combined bodies and hands in amusing or creative ways
- changing elements of familiar narratives to create their own versions, with a focus on varying manner or constructed action
- adapting an element of a familiar cartoon or story to achieve a different outcome

Translating

Elaborations

Translate familiar words and phrases from Auslan to English and vice versa, noticing similarities and differences in meaning

[Key concepts: meaning, interpretation, translation; Key processes: translating, interpreting, identifying, comparing, recognising, paraphrasing, summarising]

(ACLASFC098)



- recognising that every language uses words or signs to make meaning
- identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet
- participating in shared reading of age-appropriate high-interest, low-readability books containing images and plain English text, asking and answering questions about unfamiliar words and phrases, working collaboratively to produce an Auslan version of the text
- comparing key signs used in Auslan versions of familiar and simple texts, such as stories from the Auslan Storybooks site, to words used in written English texts, and noticing how signs can convey rich, multilayered meaning, which might not have a direct match in English captioning
- playing matching-pair games with Auslan sign flashcards and English word cards, matching cards in each language associated with concepts such as weather or animals
- identifying examples of words and signs that seem to have direct matches/equivalents in Auslan and English and examples of those that do not, such as GO-TO in Auslan requiring more than one English word
- finding and using phrases that have direct sign-for-word translations between Auslan and English, such as *Goodnight*, *Happy birthday* and *Happy New Year* and others that do not, such as *None of your business!*
- identifying challenges associated with Auslan–English translation, such as multiple meanings for words like *run*, the fact that meaning is not always literal and that sign translations of a word will vary according to the meaning in context
- paraphrasing and summarising short Auslan texts containing familiar content, providing simple translations in written English, and following the reverse process working from texts in written English into Auslan

Create different types of bilingual texts to support their classroom learning

[Key concepts: bilingual, meaning, translation, equivalent; Key processes: translating, labelling, developing, creating, captioning]

(ACLASFC099)



- using images of Auslan signs and equivalent words in English to name and label familiar objects, classroom items or school resources, using posters and digital glossaries with captions
- developing a handshape dictionary using palm cards or digital means, including equivalent English terms
- using photos of family members to create a family tree or chart, captioning and labelling in English each family member with corresponding images of Auslan signs
- creating bilingual texts for younger children, such as a mini Auslan–English dictionary of school-specific signs
- making their own bilingual dictionaries with English labels, Auslan sign images and simple descriptions of signs, identifying and categorising signs according to handshape

Identity

Elaborations

Explore the concepts of identity, social groupings, relationships, community and place and space, and deaf people's visual ways of being and negotiating these networks

[Key concepts: identity, self, relationship, community, Deafhood, visual ways of being, place, space, reciprocity, responsibility; Key processes: identifying, discussing, exchanging]


(ACLASFC100)



- identifying themselves as members of different groups and describing their relationships with deaf, hard of hearing and hearing students, family members, the larger Deaf community and wider 'hearing' world
- identifying and describing physical markers of identity among deaf people, such as the use of sign language and/or hearing devices such as hearing aids, cochlear implants and FM systems
- creating a poster depicting their own family and labelling immediate and extended family members as *deaf/hearing*
- identifying and discussing family names, given name/s and name signs for themselves and for others
- exchanging views on how their individual biographies, including family origins, traditions, beliefs, communicative practices, interests and experiences, shape their sense of identity and impact on their ways of communicating
- building an understanding of the concept of Deafhood and how each individual's journey of identity development contributes to social relationships and to the formation of community, for example, by creating an individual identity map or a hand map
- discussing visual ways of being, including interacting, transmitting and receiving information and behaving according to Deaf cultural values, and how these influence group learning and information sharing among Deaf people
- investigating Deaf cultures around the world and how they shape visual ways of being, for example by considering how Deaf people from different countries and ethnic groups express shared group identity through practices such as gathering formally as a national or international community via opportunities such as Deaf film festivals; performing arts events, for example, Deaf Way; theatrical events; art exhibitions; or sporting events such as ADG, Deaflympics
- responding to deaf people from different groups and backgrounds who visit and present about their education, families, social networks and sense of community/identity, for example by discussing similarities and differences between visitors' reported experiences and their own lives
- identifying the importance of place and space in the Deaf community, exploring why some places and spaces make deaf people feel comfortable or promote a sense of belonging, for example by identifying factors that make a classroom 'Deaf friendly', such as U-shape seating, minimisation of window glare/reflection, good lighting and acoustics, flashing lights, suitable interpreter location
- identifying examples of deaf people's visual orientation towards the world ('people of the eye'), such as waving in space or using flashing lights to gain attention, visual applause
- identifying their own stories, history, roles, responsibilities and links to the Deaf community and considering how these relate to their sense of identity
- recognising that signed language is a birthright which

establishes their identity with respect to the Deaf community and its traditions

- viewing and creating accounts of their own and each other's experience and roles in the Deaf community and identifying examples of the different ways of being deaf that they describe
- discussing behaviour associated with cultural practices and traditions, for example, by discussing the concept of reciprocity as a manifestation of how community members share responsibility for each other's wellbeing

Reflecting	Elaborations
<p>Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar to or different from other language(s) and forms of cultural expression</p> <p>[Key concepts: intercultural experience, ways of knowing and being; Key processes: comparing, analysing, discussing, reflecting]</p> <p>(ACLASFC101)</p> 	<ul style="list-style-type: none"> • comparing aspects of their lives as young deaf people with those of young hearing people as represented in digital images, video clips and narratives, for example, ways of engaging in different games and activities, exchanging stories and interacting socially at school, at home and in the community • discussing changes or adaptations they make to their communicative style when communicating with non-signers • reflecting on similarities and differences between ways of communicating in Auslan and in Australian English in different social situations, for example, ways of greeting/leave-taking, introducing people and using body language, facial expression and eye contact • reflecting on the need for sustained eye contact when using Auslan in order to understand a message and before teacher instructions can proceed, and considering how this may differ for hearing students in a spoken language environment • reflecting on language differences in forms of address in signed and spoken language, for example, using a person's name when addressing them directly in Australian English but not in Auslan • examining general misconceptions that deaf people may have about hearing people and culture, for example, that hearing people hear and understand everything, or that hearing people can hear from a distance • reflecting on and providing possible explanations for assumptions hearing people might have about deaf people or about signed languages

Understanding

Systems of language	Elaborations
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Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features and understand that signs can look like what they represent

[Key concepts: handshape, orientation, movement, location, hand dominance; Key processes: identifying, recognising, describing, understanding]

(ACLASFU102)


- realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming
 - identifying the handshape of a sign, for example, COCKATOO (hs:5, palm left) and SOCCER (hs:fist, palm towards signer) and identifying signs of a particular handshape
 - identifying and demonstrating signs with a change in handshape, for example FIND or BEST
 - identifying and demonstrating signs with a change in orientation, for example CAN-NOT or HOW
 - noticing the path movement of a particular sign and identifying signs associated with the major types of path movements, for example, THROUGH (forwards) or FULL (down to up)
 - describing how the movement changes between groups of related numbers, for example, 5, 15, 50, 5th)
 - noticing the five major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), TALK (hand) and ONE (signing space)
 - understanding that NMFs are important in sign language for showing feelings of the signer or others
 - identifying single, double and two-handed signs, and recognising which hand is dominant (the pen hand) and which is non-dominant (paper) within two-handed signs
 - thinking of body-anchored signs, such as HEAD or WHY, and signs that are not body anchored, such as HAVE or STOP, and recognising that non-body anchored signs can be located in space around the signer
 - understanding that signs can be organised by handshape, for example in Johnston's Auslan dictionaries or localised handshape dictionaries in schools, and that this is useful if an English word for a sign is not known
 - recognising that some signs are iconic, that is, provide a visual image of a referent, for example, HOUSE, TREE, DRINK, ELEPHANT, and that some are not, such as SISTER, WHY, SIMPLE
 - experimenting with different methods of capturing the signed language, such as: a class-invented script, drawing pictures, videoing, English glosses or ASL-phabet
-

Recognise and restrict signing to the standard signing space, and understand that particular signs, depicting signs, some verbs, enacting and pronouns make use of spatial relationships

[Key concepts: signing space, function of points, verb modification, depicting signs; Key processes: noticing, recognising, describing, comparing, distinguishing]

(ACLASFU103)





- describing the range of signing space in normal signed discourse
 - recognising that non-body-anchored nouns can be located in the signing space and identifying instances of this
 - noticing that Auslan pronouns are different from English because they don't show gender but they can show the location and a specific number of referents, for example, WE2 (inclusive) and WE3 (inclusive) or WE2-NOT-INLCLUDING-YOU (exclusive)
 - noticing that a point can refer to a person, place or thing
 - noticing that enacting a role or modifying the beginning and end locations of some verbs can show the referents involved, for example:
PRO1 ASK PRO3 versus PRO1 ASK_{-her}
PRO3 ASK_{-me} CA:I-was-shocked
-  Auslan
- identifying what sorts of things can be represented in a DS by a particular handshape, for example a distant person, pole or tree can be represented by a point handshape, and a cylinder can be traced by a C handshape
 - distinguishing between entity, handling or SASS DSs by looking at what the handshape represents in each type:
 - entity: the handshape is an object or person
 - handling: the handshape represents a person's hands touching or moving another object
 - SASS: the handshape traces the shape or size
-

Recognise and use elements of clause structure, such as noun groups/phrases or verb groups/phrases and using conjunctions to shape structure

[Key concepts: sign class, nouns, adjectives, verbs, adverbs, clause; Key processes: recognising, observing, distinguishing, understanding]

(ACLASFU104)



- categorising noun signs into those for people, animals, places or things
- learning that proper nouns can have a sign name or be fingerspelled
- recognising different nouns in clauses, including those that are shown with a pointing sign, such as GIRL READ versus PRO3 READ, or VISIT FRIENDS versus VISIT PRO3
- knowing that adjectives describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD)
- understanding that changes in mouth patterns and movement of signs can intensify adjectives, for example, RED^{-really}, PLEASED^{-really}, TALL^{-really}
- identifying verb signs (SIT, EAT, FEEL, WONDER, HAVE) and recognising that they are central to a clause
- noticing that some signs modify the meaning of verbs, such as WORSE as in WORSE OLD and that these are called adverbs
- contributing examples of signs that tell:
 - when a verb happens (IN-2-WEEKS PRO1 HOLIDAY or WANT LUNCH NOW)
 - where a verb happens (PRO3 RUN FAR or COME HERE)
 - how a verb happens (FAST or SLOW or PRO2 QUICK FINISH)
- understanding that a clause is one or more signs expressing a single idea and that a clause has at least one verb, but often one or more nouns as well, for example:
CALL^{-him}
I called him.
MAN THERE GO-TO POSS3 HOUSE
That man went to his house.
BIG MONSTER SCREAM
A big monster screamed.

- distinguishing between clauses that are statements and those that are questions
- distinguishing between yes/no questions, wh- questions and statements and their corresponding NMFs
- knowing that signing involves either telling with signs or showing with DSs and periods of CA, for example,
MAN WALK SLOW
DS(point):*man-walks-slowly*
CA:man-swinging-arms-nonchalantly


Recognise similarities and differences in language features of different types of texts, and notice how signers build cohesion in texts

[Key concepts: text, textual features, referent tracking; Key processes: recognising, identifying]

(ACLASFU105)



- recognising that texts are made up of one or more clauses, which have one or more signs in them, which together make meaning
- looking at short recounts or narratives in Auslan and identifying information necessary to communicate with others such as who was involved or when and where the event happened
- recognising that different signed texts serve different purposes and discussing and comparing these purposes, for example, a procedure is to explain how, a narrative is to entertain
- identifying how signers use space to track participants through a text, for example by pointing back to an established location to refer to a noun referent
- identifying the many ways signers can refer to the same referent in a text, for example by using DSs, points or list buoys, and noticing how such strategies help maintain interest and support understanding

Language variation and change

Recognise that there is variation in how Auslan is used depending on context, environment and influences of other signed languages

[Key concepts: language variation, influence, word-borrowing, change; Key processes: exploring, identifying, classifying, describing]

(ACLASFU106)

Elaborations

- exploring different ways to show the same concept, for example through a picture, a spoken word, a sign, a home sign or a gesture
- exploring similarities and differences in the two main Auslan dialects, the northern dialect used in New South Wales, Queensland and the Australian Capital Territory, and the southern dialect used in Victoria, South Australia, Western Australia, Tasmania and the Northern Territory, for example through building webcam relationships with other schools or by identifying and collecting signs that differ in the two forms
- noticing different ways that English words are borrowed into Auslan, for example, the use of fully fingerspelled words, such as D-U-E, N-O-U-N, the fingerspelling of the first letter of corresponding English words, for example TOILET, FATHER, or abbreviations of English words, for example, state names: S-A, N-S-W, V-I-C, T-A-S, and organisation names: N-A-B-S, W-A-A-D, N-S-W-A-D, D-C-S-S-A, and lexicalised fingerspelling, such as HOW, BUT, ABOUT, FOR
- noticing the variation in 'handedness' between signers in relation to signs and to fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite
- considering adaptations to language use when communicating in different physical environments, such as in video chats, across a large yard, or when one or both hands are occupied, for example choice of vocabulary, size of signing space, clarity of signs, use of fingerspelling and NMFs

Language awareness

Elaborations

Develop awareness of the sociocultural context, nature and status of Auslan and of the Deaf community in Australia and the impact of this on language change

[Key concepts: communication, transmission, accessibility, language vitality; Key processes: identifying, describing, recognising, investigating, discussing]

(ACLASFU107)



- identifying where and when different people learnt to sign and whether they are from deaf or hearing families
- exploring and providing possible explanations for variation in Auslan fluency among their classmates and members of the Deaf community
- understanding the nature of the transmission of Auslan, for example, how in most cases Auslan is not passed on from parent to child, but from child to child (horizontal language transmission) or to children by deaf adults outside the family
- investigating the use of digital technology/communication by Auslan users, for example, social media, SMS/texting and NRS and VRS, discussing how these modes of communication impact on accessibility and communication for members of the Deaf community
- considering ways that Auslan is evolving due to different influences, including the capacity for new technologies to store, record and share sign languages
- discussing the degree to which their classroom/school is an Auslan-accessible and Deaf-friendly environment, and how this might be further enhanced
- investigating how Auslan and Deaf culture are promoted in the wider community, for example through the influence of organisations such as Deaf Australia, high-profile individuals such as activists or actors or events such as NWDP, Deaf festivals, Australian Deaf Games or Deaf art exhibitions

Role of language and culture	Elaborations
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Explore connections between language, identity and cultural practices, values and beliefs and the expression of these connections in Auslan

[Key concepts: language, culture, identity difference, transmission; Key processes: recognising, exploring, understanding, identifying]

(ACLASFU108)



- recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own
- appreciating that culture and cultural difference means that people may value different things or live differently, noticing observable examples of 'difference', such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs)
- recognising how they as deaf people live in ways that may be different from how hearing people live and that these ways are primarily visual, for example by responding to prompts such as: *Compare how deaf and hearing people get the attention of someone on the other side of the room;* and *How do deaf and hearing people make sure they wake up at a particular time in the morning?*
- recognising the importance of facial expression, eye gaze and non-manual features in conveying information in a visual-gestural language and culture
- understanding that culture is more than the visible aspects of people's lives, that it also includes invisible elements such as beliefs and values, how people think about themselves and others, how they relate to their social and physical environments; and considering how this understanding applies to themselves as users of Auslan
- recognising that in each culture there are general rules for what to say and do, when, where and with whom, and that these rules differ from culture to culture, for example, the Deaf culture places greater importance on eye contact than cultures that communicate through spoken languages
- identifying the importance of signing space and proxemics in Auslan, particularly in relation to a person passing between two signers, or the positioning of communication partners
- recognising that shared experiences shape cultural values in Auslan and in other cultures, for example, the experience of deaf children being excluded from family and social discourse during dinner table conversations or social events gives rise to the value placed in the Deaf community on sharing information with each other
- considering how some spaces make deaf people feel comfortable, for example, open-plan spaces with long sight lines allowing easy visual access

Years 7 and 8 Achievement Standard

By the end of Year 8, students interact with the teaching team, class visitors and each other to share information about themselves, their families, friends, routines, pastimes and experiences. They refer to family members and classmates using fingerspelling or sign names as appropriate, and use lexical adjectives and some SASS depicting signs to describe people's physical appearance and characteristics, for example POSS1 SISTER E-M-M-A, PRO3 SHORT RED HAIR. They use entity depicting signs to discuss movement and location. They recount shared and personal experiences, using simple clause structures, modifying some verbs for present referents or single absent referents for example PRO1 LIKE TV. They ask and respond to simple questions and distinguish between statements and questions using grammatical non-manual features (NMFs). They express likes, dislikes and feelings using lexical signs and affective NMFs, such as DON'T-LIKE DRAWING. They follow directions for class routines and instructions of two or more steps, using directional terms or depicting signs such as DS:turn-left DEAD END DS:turn-right. Students follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing and observing appropriate distance between signers. They identify specific points of information in signed texts, for example, colours, numbers, size or time. They present factual information about familiar topics, using modelled lexical signs and formulaic constructions. They demonstrate simple procedures using known signs, gestures, objects and list buoys. They recount and sequence events, using familiar signs and visual prompts and time markers such as 3-YEARS-AGO, IN-TWO-WEEKS or LAST NIGHT. They restrict signing to the standard signing space. They view short imaginative and expressive texts, such as poems and stories, demonstrating understanding through drawing, gesture and modelled signs. They create simple imaginative texts and retell wordless animations, using familiar signs, gestures, modelled language and visual supports, modifying NMFs and lexical signs to indicate manner. They translate high-frequency signs/words and expressions in simple texts. Students identify themselves as members of different groups and describe their relationships with deaf, hard of hearing students, family members and the larger Deaf community and also with the wider 'hearing' world. They consider how these different relationships contribute to their sense of identity. They identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride. They recognise that one of the most unifying features of the Deaf community is the use of Auslan.

Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages, and that eye contact is necessary for effective communication. They know that meaning is communicated visually through the use of signs, fingerspelling, NMFs and non-conventional gestures. They identify and describe the handshapes, movements and locations of signs. They identify some signs that link to visual images, for example HOUSE, DRINK, and demonstrate signs that are body anchored, such as HUNGRY or SLEEP, and non-body anchored, such as HAVE or GO-TO. They identify how signers use space to track participants through a text, for example by pointing back to an established location to refer to a noun referent; and they identify ways signers refer to the same referent in a text, for example, by using DSs, points or list buoys. They know that signs can be displaced in space for a range of purposes, such as to show locations or to indicate participants in a verb. They know that signing involves telling, depicting or enacting. Students recognise variation in the use of Auslan, such as regional dialects and differences in signing space. They understand different ways that English words are borrowed into Auslan and how these become lexicalised. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space and explain the nature of transmission of Auslan. They identify different ways Deaf community members communicate with each other and with members of the wider hearing community; and describe how digital forms of communication, such as social media, SMS/texting and NRS, have improved accessibility for the Deaf community and contribute to the vitality of Auslan. They recognise the importance of facial expression, eye gaze and NMFs in a visual-gestural language and culture.

Years 9 and 10

The nature of the learners

This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Learners at this level are developing their cognitive and social capabilities and their communicative repertoire in the language, although it is likely they are still impacted by their late access to language and possibly by other challenges. As their language develops, so does their ability to conceptualise and reason, and their memory and focus improves. They are more independent and less egocentric, enjoying both competitive and cooperative activities. Learners at this level benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning. The curriculum ensures that learning experiences and activities are flexible enough to cater for learner variables, while being appropriate for learners' general cognitive and social levels.

Auslan learning and use

Learners in this band engage in a range of activities that involve watching and responding to a variety of signed texts. They build proficiency through the provision of rich language input from a range of sources where grammatical forms and language features are purposefully integrated. Learners build more elaborated conversational and interactional skills, including initiating and sustaining conversations, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. The language they see and sign is authentic with some modification. They follow instructions, exchange simple information and express ideas and feelings related to their personal worlds. They negotiate interactions and activities and participate in shared tasks and games.

Shared learning activities develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation. Individual and group presentation and performance skills are developed through researching and organising information, structuring and resourcing presentation of content, and selecting appropriate language to engage a particular audience. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people of the same age in other signing communities. They access a variety of media resources, maintain vlogs and other web pages, and participate in social networks. They view and create texts on topics relevant to their interests and enjoyment and continue to build vocabulary that relates to a wider range of domains, such as areas of the curriculum that involve some specialised language use. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt.

Contexts of interaction

Learners interact in Auslan with each other, their teaching team, members of their families who can sign and members of the Deaf community. They have access to Deaf visitors and cultural resources in wider contexts and communities through the use of ICT and through the media. Language development and use are incorporated into collaborative and interactive learning experiences, games and activities.

Texts and resources

Learners work with a broad range of live and digital signed texts designed for learning Auslan in school and for wider authentic use in the Deaf community. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to BANZSL resources created for the Australian, New Zealand or British Deaf communities, such as children’s television programs, websites, music or video clips. In addition, they work with texts from other signed languages that make extensive use of the ‘visual vernacular’. Learners may also have access to community facilities and functions. The Deaf community is the most important resource for learning as it is the origin of most of the texts and communicative situations that learners engage with.

Features of Auslan use

Learners at this level increasingly use conventional Auslan: lexical signs or depicting signs with conventional classifier handshapes, and rely less on their idiosyncratic systems. They learn to modify some indicating verbs for non-present referents and use constructed action to represent themselves or others in recounts. They use a range of NMFs to distinguish questions from statements or negatives, and use more cohesion when signing texts. A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, and non-verbal and cultural dimensions of language use with communicative and purposeful learning activity. Learners are increasingly aware that various signed languages are used in Deaf communities across the world. As they engage consciously with differences between languages and cultures, they make comparisons and consider differences and possibilities in ways of communicating in different languages. They build metalanguage to talk about aspects of language such as nouns, verbs and constructed action.

Level of support

While learners work more independently at this level, ongoing support is incorporated into task activity and the process of learning is supported by systematic feedback and review. Form-focused activities build students’ grammatical knowledge and support the development of accuracy and control in Auslan. Opportunities to use this knowledge in meaningful activities build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete learning activities; make time for experimentation and for polishing rehearsed texts; and provide support for self-monitoring and reflection. Discussion supports learning and develops students’ conceptual frame for talking about systems of language and culture. Learners are encouraged to engage more with resources such as websites, dictionaries, translating tools and other materials designed to enrich their receptive and productive language use.

The role of English

Auslan is the language of all classroom interactions, routines and activities. As these learners are in the unique position of not having acquired a first language until very late in life, time spent developing their Auslan must be maximised. While these learners are simultaneously developing English literacy skills, use of English is limited to the translating thread and to small amounts of research with source texts in simple English.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Describe activities and experiences and share and respond to ideas and feelings about people they know, their daily lives, social worlds and school community

[Key concepts: idea, feeling, description, experience; Key processes: recounting, describing, interacting, comparing]

(ACLASFC109)



- recounting classroom events using indicating, plain and depicting verbs, for example:
MONDAY PRO1-^{plural} DS:many-people-go-to SPORT DAY. PRO1 ENJOY
We all went to a sports day on Monday. I enjoyed it.
- describing the appearance of people, objects and places using SASS depicting signs and spatial location
- recounting personal experiences using specific time-related signs and conjunctions, such as:
LAST HOLIDAYS PRO1 CAMP
Last holidays I went camping.
- describing activities they have completed using some verb modifications to show manner, for example:
PRO1 WRITE-^{carelessly}
I wrote it very quickly.
- interacting with members of the Deaf community to share details of their personal world
- describing relationships between themselves and members of their school community, for example:
PRO3 POSS1 BEST FRIEND
She's my best friend.
M-R-S S-M-I-T-H POSS1 SCIENCE TEACHER
Mrs Smith is my science teacher.
- recounting events involving more than one person using constructed action
- describing events that they have experienced and how they made them feel, for example:
MONDAY DEAF PERSON VISIT SCHOOL PRO1 EXCITED MEET
On Monday a Deaf visitor came to school. I was excited to meet them.
MOVIE SCARY BUT PRO1 LIKE
The movie was scary but I liked it.
- comparing attributes or characteristics of classmates or classroom objects, for example:
S-A-M RUN FAST C-H-R-I-S WORSE FAST SPEED
Sam runs fast but Chris runs the fastest.
THAT BEST COMPUTER
That's the best computer.
- comparing weekend or holiday routines, interests and activities, using signs associated with time, sequence and location, for example:
REGULAR SUMMER PRO1-^{plural} GROUP-MOVE-TO COUNTRY STAY++ TWO WEEK
We go to the beach for three weeks in summer.
WEEKEND PRO1 GO-TO-AND-BACK++ CAMP
I go camping on weekends.

▶ Auslan


▶ Auslan

Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions

[Key concepts: planning, role, responsibility, support, information exchange; Key processes: negotiating, encouraging, describing, expressing preference]

(ACLASFC110)



- negotiating roles and responsibilities in shared learning activities, using expressions such as:
PRO2 TYPE PRO1 WRITE
You type and I'll write.
 - understanding and using expressions of support, encouragement or praise during shared activities, for example, EXCELLENT, THAT GREAT
 - playing games that involve detailed information exchange, such as a 'murder mystery' type game, asking for and supplying descriptions about the suspect, for example:
PRO3 HAVE GLASSES?
Does he have glasses?
 - working collaboratively to plan an event such as a handball competition, using expressions related to place, time and numbers, for example:
BEST PLAY WHERE?
Where will we play?
TEAM+ HOW MANY?
How many teams are there?
 - following and giving directions for outdoor activities such as an obstacle course
 - expressing preferences in relation to roles and responsibilities in shared learning activities, using NMFs and statements such as:
HANDWRITING PRO1 DON'T-LIKE RATHER TYPING
I don't like handwriting; I prefer to type it

 - working with peers to plan for a visit from a Deaf community member, prioritising and sequencing tasks
-

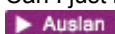
Communicate clearly in different classroom interactions and contexts, demonstrating appropriate protocols when communicating with each other, teachers and deaf people

[Key concepts: instruction, interaction, protocol; Key processes: responding, negotiating, indicating, initiating, interrupting]

(ACLASFC111)



- responding to multistep classroom instructions, for example:
IN YOUR COMPUTER FINISH CLICK-ON ELAN
Log in to your computer and then click on ELAN.
- asking for repetition or clarification, for example:
THAT RIGHT THAT?
Is that right?
PRO1 DON'T-UNDERSTAND
I don't get it.
- negotiating turn-taking by using visual or tactile methods in taking or yielding a turn, for example:
PRO2 FIRST NEXT-TURN^{-around-circle}
You go first then we'll take turns around the group.
- using NMFs such as raised eyebrows to indicate interest, or head tilt to indicate lack of understanding
- initiating protocols within the classroom such as:
 - gaining group attention through flashing lights, tapping, foot stomping and waving
 - maintaining eye gaze and back-channelling
 - positioning seating to keep visual communication clear, for example, sitting across from signers when communicating
- following protocols and using appropriate language when using or accessing an interpreter, for example:
SIT THERE PLEASE CAN YOU?
Can you sit there, please?
- following protocols for interrupting others, such as waiting for pauses in conversations and eye contact, or by using language such as:
HOLD
Hold that thought.
QUICK INTERRUPT
Can I just interrupt you quickly?



Informing

Elaborations

Identify, paraphrase or compare information obtained from a variety of signed texts or from their own data collection and present the information in different forms

[Key concepts: information, likes/dislikes, interests, preferences; Key processes: retelling, recording, organising, identifying, surveying, categorising]

(ACLASFC112)



- retelling key points of multistep information used in classroom interactions, such as announcements or directions for a task
- watching signed texts that show people expressing likes and dislikes and recording and organising their observations in table form
- watching a presentation by a teacher or peer, identifying specific points of information, such as where they went for a holiday or what activities they did
- surveying peers in relation to their interests and preferences, categorising and comparing findings in charts or graphs
- following the steps of a signed demonstration of procedures, such as how to cook something or play a new game
- learning new Auslan vocabulary and language structures through interacting with Deaf visitors, teachers and mentors, recording the new language in personal sign dictionaries
- viewing live or recorded interviews or informal conversations between deaf people in different situations and contexts, identifying key points and topics covered
- viewing different types of signed texts, such as instructional sports videos or science demonstrations, showing understanding by responding to questions

Convey factual information and opinions in signed texts

[Key concepts: routine, event, hobby, procedure; Key processes: describing, reporting, explaining, presenting, instructing]

(ACLASFC113)



- describing home and school routines in the correct sequence, for example, weekend activities or their school timetable
- reporting to the class about a shared school event such as Deaf Sports Day or school camp
- creating signed texts to explain a hobby or interest using visual supports such as photos or props
- presenting descriptions of school equipment such as those used in woodwork, science or sports and giving simple signed explanations of how they work
- instructing the class in a procedural text such as a simple recipe, using props

Creating

Elaborations

Engage with different types of creative texts, identifying and discussing characters, events and personal responses through the use of familiar signs, actions and artwork

[Key concepts: performance, character, personal response, creativity; Key processes: viewing, responding, participating, comparing]

(ACLASFC114)



- participating in Auslan games using simple clauses in creative ways, for example, a freeze tag game, building on a text
 - viewing creative performance texts and identifying characters and events from Auslan narratives, poems and theatre performances, such as the Australian Theatre of the Deaf
 - viewing and expressing personal responses to creative visual texts such as handshape art and art produced by/about Deaf people, Deaf culture or signed languages, for example, paintings by Nancy Rourke and animations by Braam Jordaan
 - comparing versions of creative signed texts and indicating preferences, for example, between different Auslan versions of the same story signed by different deaf people
 - responding to signed poems and 'visual vernacular' descriptions of a character's appearance by shadowing, mimicking and drawing, for example, work by Frédéric Vaghi
 - participating in performance activities such as unscripted response-to-stimulus role-plays, recognising how characters' feelings and attitudes are expressed through NMFs and manner
 - viewing and comparing expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture, comparing with their own use of visual forms of expression of feelings and experience
-

Create or adapt imaginative texts and live or filmed expressive performances that involve imagined experiences and feature different characters, amusing experiences or special effects

[Key concepts: appearance, character, audience, animation, emotion, manner; Key processes: depicting, creating, presenting, re-enacting, reinterpreting, choreographing, performing]

(ACLASFC115)



- participating in games and activities that focus on depicting the appearance and characteristics of people, animals or objects and their relationships
- working collaboratively to create and present signed skits to entertain a targeted audience
- re-enacting individual short stories or wordless animations that include two or more characters and their interactions through the use of constructed action
- reinterpreting creative texts for effect, for example by changing emotions or movements through the use of NMFs and manner
- using 'visual vernacular' to enact short scenarios involving imaginary characters, contexts and objects, by employing a range of depicting signs and constructed action
- choreographing and performing a creative text (dance, signed song, poem), incorporating Auslan and focusing on matching timing, beat and rhythm
- performing stories for a live audience with a focus on the visual communication of emotion and humour
- creating the next scene, a new character or an alternative ending for a signed fable, short story or cartoon
- creating original handshape poetry to present at a school assembly or community festival
- creating a video record of an imagined formal or informal interview, incorporating elements of humour or tension and building character and mood through the use of NMFs and pauses

Translating

Elaborations

Translate and interpret different types of familiar short texts, demonstrating awareness of individual interpretations of meaning

[Key concepts: equivalence, translation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, researching, shadowing, explaining]

(ACLASFC116)



- translating the school song into Auslan with support, identifying words or phrases that do not easily translate and finding suitable equivalents in Auslan that match the English concept
- shadowing online Auslan translations and captioning, such as the *Catching Fire* series of safety videos or the emergency disaster preparedness videos
- comparing their own translations of short familiar texts with those of their classmates, noting discrepancies or variations and discussing possible reasons for these
- observing and interacting with deaf guests to the classroom who use different signed languages, such as ASL or a traditional signed language used by deaf Aboriginal and Torres Strait Islander elders, identifying differences between the languages and acting as interpreter with support
- creating basic translations of song lyrics or simple poems from English to Auslan
- translating and explaining the meaning of words or expressions associated with figurative language use in Auslan, such as *train gone*, *sorry* and comparing these to some common English idioms
- conducting sight translations of plain, high-interest, low-readability English texts such as short news articles that are written for their age group
- comparing existing translations in Auslan of narratives, such as fairytales or short stories, to their own ideas of how they would translate specific segments of these texts
- explaining the role of accredited Auslan–English interpreters and that of Deaf interpreters, demonstrating through role-play correct protocols for working with interpreters

Create bilingual texts such as notices, displays or newsletters for use in the wider school community

[Key concepts: translation, meaning, bilingualism, information; Key processes: translating, composing, comparing, creating, contributing]

(ACLASFC117)



- creating captions for pre-recorded signed texts to be used in a variety of school contexts, for example, a translation of the Auslan version of the school song or a 'welcome to the school' video
- creating bilingual texts for use in the school community, such as informative posters that include signed images or digital library displays about Auslan, considering how to represent meaning in the two languages for different audiences
- composing bilingual texts for class or school assembly performances, events or displays, for example, NWDP announcements
- using bilingual online dictionaries and electronic tools to compose bilingual texts such as an online Auslan–English version of a school newsletter
- contributing items of signed news and information to a bilingual school website or web page associated with their class, school or local community

Identity

Elaborations

Identify and analyse ways in which deaf people behave and relate within society as a distinct social group as 'people of the eye', demonstrate responsibility for connections between the Deaf community and the wider 'hearing' society, and for culturally rich and appropriate places and spaces

[Key concepts: identity, relationship, Deafhood, advocacy, society, place, Deaf space, Deaf gain, responsibility, guidance; Key processes: identifying, discussing, comparing]


(ACLASFC118)



- using a vlog journal entry to discuss how having peers who share the same language provides a social bond and builds confidence
- identifying characteristics of deaf people's visual awareness, such as good observation of body language and heightened alertness to hazards in the environment while walking/driving and signing
- comparing strategies used by deaf and hearing adults to negotiate physical environments, for example, different behaviours at a bank of lifts, identifying how deaf people draw on additional perceptual resources in ways hearing people are unaware of
- exploring technologies used by deaf people to communicate visually, such as videoconferencing apps, to support social networks and to strengthen a sense of individual or shared identity
- investigating ways in which a sense of confidence in relation to identity influences awareness and a capacity for advocacy for Deaf rights, for example in relation to issues such as the provision of interpreters or captioning
- discussing how their sense of identity may shift according to context and situation, and how as people mature they learn to manage 'multiple identities' in relation to different elements of experience, such as background ethnicity and culture and Deaf identity culture
- identifying strategies used by deaf people to negotiate the hearing world, such as travelling with paper and pen or smart phone to take notes
- using the concept of Deafhood to map and communicate their own journeys of identity development, for example, their identification with particular Deaf role models, and considering the role identity plays in contributing to individual, peer group and community health and wellbeing
- engaging with deaf visitors from different groups and backgrounds about their experiences in the Deaf community, for example by interviewing the visitors and recording their responses
- using drawings, photos or presentations to describe characteristic features of Deaf spaces beyond the classroom, such as removal of visual obstacles to signed communication, circles or semicircles for meeting and learning spaces, open-plan areas, lighting and window placement to maximise visual access to information
- documenting and discussing places of importance to the Deaf community, such as Deaf schools, and understanding the value of these based on stories by elders and excursions to sites of significance
- responding to elders' guidance on how cultural values, beliefs and traditions are connected through shared life experience and visual ways of being, and how they are demonstrated in community behaviour and interactions with the wider community
- describing ways in which they can take responsibility for increasing others' awareness of their communication and learning preferences, for example in the classroom and

with extended family

- exploring the concept of 'Deaf gain' and identifying examples of how wider society may 'gain' from the Deaf community, for example, benefits of captioning for other sectors of the broader community, such as elderly people or newly arrived migrants
- discussing their sense of responsibility for each other as members of the Deaf community, and the need to support younger deaf individuals in the community

Reflecting	Elaborations
<p>Reflect on the experience of learning and using Auslan in and out of school, and ways in which their understanding of intercultural communication has developed</p> <p>[Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination; Key processes: comparing, analysing, explaining, reflecting]</p> <p>(ACLASFC119)</p> 	<ul style="list-style-type: none">• describing how it feels to use Auslan to communicate outside their inner circle or school, or to watch Auslan being used by others, responding to prompts such as <i>What are the main differences you notice when observing a conversation between deaf people and one between hearing people?</i>• reflecting on similarities and differences in language and communication access, such as the extent of incidental learning acquired by hearing children through interaction with their external environment, for example by overhearing conversations or news on the radio• reflecting on similarities and differences between signed language and spoken language users when joining interactions, taking turns, using names, or passing between people who are communicating with each other• identifying and comparing how various emotions and different attitudes such as respect, shyness, exuberance or embarrassment are expressed across different languages and cultures• reflecting on the experience of interacting with hearing people in various domains online or face to face, such as after-school sports clubs, analysing these experiences in terms of their own perceptions, understandings or attitudes• reflecting on social attitudes and on their own reactions to observed responses to differences in behaviours or communicative styles, such as their feelings when hearing people fail to make eye contact with them during interactions in the wider community• reflecting on how their own ways of communicating may be interpreted when interacting with hearing people, and on how they may need to modify elements of their behaviour, such as the use of eye contact, facial expression or body language, and to consider other communication strategies such as the use of notes or gestures
Understanding	
Systems of language	Elaborations

Explore various types of non-manual features, types of iconicity in signs and the use of software to transcribe signs
[Key concepts: transcription, iconicity; Key processes: identifying, noticing, understanding]

(ACLASFU120)

- understanding that NMFs are important in sign language for marking forms such as questions
- identifying, demonstrating and describing the various types of NMFs: movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body
- identifying the NMFs in statements, yes/no questions, wh- questions, and negatives
- noticing that in signed languages meaning can be expressed through signs or through fingerspelling
- understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object
- identifying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary
- exploring, with support, software such as ELAN to annotate signed texts

Understand that signs can include different information, including a gestural overlay, and identify how signers establish spatial locations, types of depicting signs and ways of showing constructed action

[Key concepts: spatial location, grammatical use of space, constructed action, depicting signs; Key processes: noticing, identifying, recognising]

(ACLASFU121)



- noticing that meaning is created in Auslan from fully-lexical signs, partly-lexical signs and non-lexical signing and gesture
 - understanding that fully-lexical signs are in the dictionary and have a standard handshape, movement and location, and partly-lexical signs can be changed to show information such as location or who is involved in indicating verbs
 - noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages, for example, 5-YEARS-OLD or adverbs of time, for example, 3-WEEKS-AGO or pronouns, for example, WE3, WE4
 - identifying where and how a signer has established a location in space (through pointing, modifying the movement of a verb, or locating a non-body-anchored noun sign)
 - recognising that signers must make explicit which referent is associated with a location
 - recognising that signers can set up referents in the signing space close to them (viewer space), for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table or distant (diagrammatic) for example, using 5claw in two locations to represent two houses
 - identifying independently instances of DSs and their type
 - learning that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or another
 - knowing that in CA a signer can shift into the role of another, or themselves at a different time, through eye gaze change, body shift, head orientation change, and matching facial expressions
-

Understand and control additional elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or question forms, and develop awareness of how signers use constructed action and depicting signs

[Key concepts: topicalisation, negation, composite utterances;
Key processes: recognising, distinguishing, understanding]

(ACLASFU122)



- noticing that sometimes Auslan signers have information about how a verb happens through NMFs not separate signs (for example WRITE_{-carelessly})
- distinguishing between the citation form of a sign and the adverbial NMF overlaid and what meaning each part carries, for example: MAN-SPRINT (base form), MAN SPRINT_{-fast} (manner added)
- understanding that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun or nouns) and the surrounding circumstances (adverb or adverbs)
- noticing that clauses can be made more vivid by integrating CA or DSs to show with body or hands or by showing adverbial or adjectival meanings
- recognising how conjunctions such as PLUS, IF or BUT are used to join clauses and create cohesion
- recognising that the element of a clause that a signer wants to focus on most in Auslan is sometimes moved to be signed first and that this process of topicalisation involves particular NMFs
- recognising that signers may include both linguistic and gestural elements in a clause, that is, signers can tell, show or do both in a composite utterance
- realising that in many clauses signers 'tell' with lexical signs at the same time as 'show' with DS, CA and other gestural elements

Explore the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text

[Key concepts: audience, purpose, convention, coherence;
Key processes: noticing, identifying, analysing]

(ACLASFU123)



- identifying differences in different types of texts, for example by looking at a monologic recount compared to a dialogic one, and noticing differences such as the use of back-channels or hesitations
- conducting an analysis of a selected sign text, taking into account audience, purpose and topic to explain language choices made by the signer
- noticing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space
- noticing how signers achieve textual cohesion and coherence through the use of connectives that create links between clauses, for example BUT and G:WELL
- identifying where signers have established referents in locations in a text and noticing how this helps the audience to recognise who or what the referents are (actor and undergoer)
- noticing how signers construct cohesive and coherent texts through the use of text connectives such as lexical signs NEXT or G:WELL or NMFs and pausing

Language variation and change

Elaborations

Explore the concept of language flexibility, variation and change in relation to the use of Auslan across different contexts and times

[Key concepts: language variation, standardisation, change, language borrowing, adaptation; Key processes: researching, interviewing, comparing, identifying, analysing, discussing]

(ACLASFU124)



- recognising that there is a greater degree of flexibility and variability in 'oral' languages such as Auslan that only exist in face-to-face form, compared to spoken languages that are written down and that are passed on from parents to children
- understanding that other signed languages such as BSL, ISL and ASL have influenced Auslan over different periods of time
- recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, SELFIE
- interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they noticed, such as more use of fingerspelled words, less use of NMFs and depicting signs, or the use of different signs, such as FILM (old sign), TOILET (old sign)
- understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the globe, or the vehicle handshape in depicting signs

Language awareness

Elaborations

Understand the range of factors that influence the profile, diversity and distribution of Auslan use in the wider Australian society, and consider the concept of Auslan vitality in comparison with that of other languages

[Key concepts: influence, transmission, language documentation, language vitality; Key processes: recognising, identifying, describing, exploring]

(ACLASFU125)



- understanding that strong and healthy languages are those used by many people across generations in most domains to communicate about most topics
- mapping the distribution of Auslan users across Australian states and demographics, using data from censuses and other sources to present findings in graph/visual representation forms
- exploring the vitality of different languages by obtaining information from the UNESCO interactive online atlas and/or Ethnologue to compare numbers of speakers/signers of different languages
- recognising that some languages have no written form and have historically been passed on face to face/orally, making them less well recorded and documented
- understanding that some languages used in Australia, such as English, have large numbers of users, while others, such as many Aboriginal and Torres Strait Islander languages, are endangered or in the process of being revived or reclaimed
- describing the role religion has played in influencing the usage and spread of Auslan, for example, through religious orders, early Deaf Societies and Bible translation projects
- reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community, and considering ways in which they influence the function and nature of Auslan, for example by the introduction of neologisms
- identifying language documentation tools, such as ELAN, as important ways of recording, transmitting and maintaining the vitality of a language
- recognising that languages may be perceived as 'weak' or 'strong' based on community values and the existence of documentation and literature in the language

Role of language and culture

Elaborations

Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other, that their relationship changes over time and across contexts, and that they may be differently interpreted by users of other languages

[Key concepts: knowledge, value, transmission, reciprocity, responsibility, stereotype; Key processes: reflecting, exploring, understanding, identifying, considering]

(ACLASFU126)



- appreciating distinctions between Deaf cultures and other cultural minorities, such as the fact that most deaf people are born to hearing parents and acquire Deaf culture in addition to the culture of their families of origin from peers and other Auslan users in school or as adults in the Deaf community
- exploring ways in which language choices reflect attitudes towards certain topics, such as oralism or cochlear implants, identifying examples of sign choices that reflect particular attitudes or views
- understanding that knowledge about past and present Deaf people and about Deaf cultural values is embodied in and transmitted through Auslan, for example, ways of producing the sign for SIGN embody cultural meaning, regarding distinctions made and values placed on fluent or awkward signing
- identifying differences between the use of personal names in Auslan and in other languages, for example, Auslan signers not using a person's name sign when addressing them directly, in contrast to the practice in many spoken languages
- considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, such as changing signing space and style, and using indirect language such as signing lower or under the table, or fingerspelling instead of signing overtly
- appreciating the cultural value and importance of festivals and other events in the Deaf community, such as NWDP, as celebrations of language, history, culture and identity
- reflecting on the ways that culture is interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions among members of either community
- understanding that 'sound' is accessed differently in Deaf culture, that the meaning and importance of sound in deaf people's lives is usually not the same as in hearing people's experience

Years 9 and 10 Achievement Standard

By the end of Year 10, students use Auslan to share information, experiences, interests, thoughts and feelings in relation to their personal and immediate worlds. They describe the appearance of people, objects and places using SASS depicting signs and spatial location, for example, HAVE DS: round-oval DS: located HERE NEXT-TO HAVE BUILDING BIG. THERE. *There's an oval there and next to it is a big building. It's there.* They participate in shared learning activities and experiences that involve planning, transacting and problem-solving, using simple signed statements and asking for repetition and clarification when required. They follow protocols when interacting with each other, with interpreters or Deaf visitors to the classroom, for example, waiting for eye contact or pauses to walk in-between signers engaged in conversation without interrupting them. Students increasingly use conventional Auslan signs or classifier handshapes in depictions and rely less on their idiosyncratic systems. They modify some indicating verbs for non-present referents and use constructed action to represent others in recounts. They make explicit which referent is associated with location, for example, BROTHER THERE HAVE OWN IPAD. They recall and retell specific points of information from texts such as class messages, directions, procedures, introductions and 'visual vernacular' descriptions. They create textual cohesion through the use of connectives such as lexical signs NEXT or G:WELL, or non-manual features (NMFs) and pausing. They create bilingual texts such as notices or digital displays and resources for the classroom. They reflect on how their own ways of communicating may be interpreted when interacting with hearing people, and on how they adapt their ways of communicating and behaving when interacting with them. They reflect on the experience of communicating in a visual world and on the challenges and advantages experienced by deaf people in a hearing world.

Students describe how constructed action (CA) can be shown in different ways, including eye gaze, head orientation change or body shift. They identify where and how a signer establishes location in space, and they distinguish between real and abstract space. They build metalanguage to talk about aspects of Auslan, for example, using terms such as SASS, NMFs, CA, depicting signs; and they make connections with terms they use in learning English, such as verb, adjective, noun. They know that different languages and cultures influence and borrow from each other and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. They make comparisons between Auslan and signed languages in other countries. Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.

The Australian Curriculum Languages - Auslan Second Language Learner Pathway - Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Children enter the early years of schooling with established communication in one or more languages and Auslan will be learnt as an additional language. Cognitive and social development at this stage is exploratory and egocentric; thus learning typically focuses on their immediate world of family, home, school and friends. Children at this level are learning how to socialise with new people, share with others and participate in structured routines and activities at school. Auslan will be learnt in parallel with English literacy, and the learning of each language assists with the learning of the other.

Auslan learning and use

Rich language input characterises the first stages of learning. The curriculum builds on children's interests and sense of enjoyment and curiosity, with an emphasis on active, experiential learning and confidence building. In these years there is an emphasis on developing language to enable learners to participate in class activities such as storytelling and games. Creative play provides opportunities for using the language for purposeful interaction in a relaxed and informal context.

Children build vocabulary for thinking and talking about school topics, routines and processes. They build knowledge and understanding of Auslan by interacting with each other, the teacher and deaf children, and by participating in structured routines and activities. With support and modelling, they use Auslan for different functions such as greeting, thanking, apologising, asking and responding to questions, expressing wishes, likes or dislikes, following simple directions, and taking turns in games and simple shared learning activities. They learn to produce signed phrases independently using modelled language, for example by describing simple pictures.

Contexts of interaction

The primary context for interaction is the language classroom, with the Auslan teacher and classmates. Learners' use of Auslan primarily relates to classroom routines and activities and to talking about their own life. Additional language enrichment may be gained through interactions with visitors from the Deaf community.

Texts and resources

Texts include filmed children's stories and teacher-generated materials such as pictures or short descriptions. Learners watch live and filmed texts such as explanations. They respond to resources such as short video clips, or substitution or matching exercises, and produce texts such as conversations using formulaic language.

Features of Auslan use

Children in Foundation to Year 2 become familiar with all handshapes, movements and locations of single signs. They are learning to produce simple positive and negative statements with some time marking, and to use plain verbs or unmodified indicating verbs. They learn to describe familiar objects, animals or people using simple lexical adjectives and to depict the movement of people, animals and means of transport using an appropriate classifier handshape in an entity depicting sign. They are able to use simple handling and SASS depicting signs. They explore emotions through the use of NMFs, and begin to use NMFs for grammatical purposes in modelled language. They learn to use simple constructed action to represent the characteristics of a single animal or themselves or another. They learn the metalanguage of nouns, verbs and adjectives, and learn that signers can modify verbs to show the referents involved.

As children learn to adjust their language to suit different purposes and situations, they begin to understand how culture shapes language use. They compare how they feel when they use different languages and how they view different languages and people who use them. This introduction to the meta dimension of intercultural learning develops the ability to ‘decentre’, to consider different perspectives and ways of being, and to become aware of themselves as communicators and cultural participants.

Level of support

Support is provided through visual and tactile materials, such as pictures, objects and charts, and the use of gesture and modelling. The main source of support is the teacher’s talk, such as questions and statements, explanations, prompts, recycling of language, stories and feedback. Learners rely on modelled language and scaffolded tasks to create their own texts, for example, choosing signs to complete sentences or using pictures to sequence a story that has been told to them.

The role of English

Learners are encouraged to use Auslan whenever possible, with the teacher providing rich and supported language input. English is used as a medium of instruction and for explanation and discussion or in areas from the Understanding strand. This allows learners to talk about differences and similarities that they notice between Auslan and their first language(s) and culture(s), to ask questions about language and culture, to consider how they feel when they see or use Auslan.

Foundation to Year 2 Content Descriptions

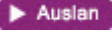




Communicating	
Socialising	Elaborations

Participate in simple interactions with their peers and teachers using high-frequency signs, non-manual features and gestures to talk about self, family and class activities

[Key concepts: self, family, friends, experience, feelings; Key processes: interacting, greeting, asking/answering questions, describing]

(ACLASFC127)



- using greetings and farewells following modelled signs such as HELLO, HOW-ARE-YOU? SEE LATER, GOOD MORNING M-R J-O-N-E-S
- asking and answering questions that require an affirmative or negative response, for example:
WANT PLAY HIDE-AND-SEEK?
Do you want to play hide and seek?
PRO2 ALIGHT?
Are you alright?

- asking and answering simple questions about family, friends and pets, such as:
PRO2 BIRD HAVE PRO2?
Do you have a bird?
PRO1 DON'T-HAVE
I don't have one.
SISTER-BROTHER HOW MANY?
How many brothers and sisters do you have?
2 BROTHER 1 SISTER
Two brothers and one sister.

- describing the appearance of people or objects using simple statements and supporting pictures or props, for example:
PRO3 HAVE DS:curly-hair
He has curly hair.
THAT HORSE BIG
The horse is big.

- expressing likes and dislikes using simple statements such as:
PRO1 LIKE SCHOOL
I like school.
FLOWER DON'T-LIKE
I don't like flowers.
PRO1 HATE APPLES
I hate apples.

- expressing feelings using lexical signs and affective NMFs, for example:
PRO1 HAPPY
I'm happy.
PRO3 GRUMPY
She's grumpy.

- expressing wishes for particular occasions or events, for example, THANK-YOU, GOOD-LUCK or HAPPY BIRTHDAY
- making arrangements using simple time markers without numeral incorporation, for example, TODAY, TOMORROW, NEXT-WEEK
- referring to family members and classmates by fingerspelling a name or using a sign name
- describing what they are doing in class activities using plain verbs, for example, PRO1 RUN, PRO1 READ

Participate in guided group activities such as signing games and simple tasks using repeated language structures, facial expressions and gestures

[Key concepts: games, space, place, memory; Key processes: playing, singing, following instructions, exchanging, classifying]

(ACLASFC128)





- participating in games or songs that involve the use of repeated phrases, expressions, actions and NMFs, for example, *I went to market and I bought ... The wheels on the bus ...*
- following instructions by locating or moving classroom objects in activities, for example, hiding a marker pen somewhere in the classroom, describing where and then signing from mild to exaggerated 'cold to hot' as the student tries to find it
- using appropriate signs and NMFs when taking turns in games such as 'Go Fish'
- participating in collaborative tasks that involve selecting, exchanging or classifying objects by attributes such as shape, colour or number
- using question signs and affirmative and negative answers when swapping or 'buying' objects

Develop interaction and communication skills for participation in regular class routines and activities

[Key concepts: fingerspelling, attention, signing space, visual communication; Key processes: interacting, signing, recognising, gaining attention]

(ACLASFC129)



- recognising and using fingerspelled names for roll call and games
- following instructions for class routines, such as:
DS:line-up PLEASE
Line up, please.
LOOK-AT_{-me} PRO1
Eyes to the front.
PLEASE WITH-2++
Please find a partner.

- asking for help or permission, for example:
PLEASE HELP_{-me}?
Can you help me, please?
PRO1_{-plural} CAN SHARE?
Can we share these?

- gaining attention in appropriate ways, for example by waving or tapping a shoulder or table
- stopping activities and paying attention when lights are flashed or hands are waved
- using NMFs such as focused eye gaze, nodding and head shaking to show affirmation and negation
- using voice-off when possible while signing and keeping appropriate signing space between signers
- positioning seating to keep visual communication clear or sitting across from/opposite signers when communicating
- using visual applause to show enjoyment of entertainment or commendation

Informing


Elaborations

Identify specific points of information in simple Auslan texts relating to people, places and things and use the information to complete guided tasks

[Key concepts: information, topics; Key processes: identifying, categorising responding, gathering]

(ACLASFC130)



- responding to signed information such as class messages or short introductions, for example by identifying names, school locations, numbers or times
- identifying and applying specific information in Auslan texts to complete guided tasks such as colouring-in and craft activities
- gathering information from each other about topics such as family members, favourite foods, toys and games to report back to the class using familiar structures and modelled language, for example:
SISTER-BROTHER HOW-MANY?
How many brothers and sisters do you have?

- identifying information in simple Auslan texts that relates to properties such as colour, number, size or shape, for example when interacting with materials and objects
- identifying and categorising a select range of signs according to handshape
- following an Auslan text to gain information needed to complete an action-based activity, such as an obstacle course

Present information about self, family, school and significant objects, using modelled signs and formulaic phrases

[Key concepts: self, family, routines; Key processes: presenting, describing, contributing, demonstrating, recounting]

(ACLASFC131)



- describing an object, animal or person using familiar lexical adjectives such as RED, TALL and SMALL
- contributing to a digital presentation such as a class video by signing a basic description of their family members
- labelling objects in the classroom with pictures of signs
- recounting a class excursion, sequencing events through the use of familiar signs, gestures and photos
- reporting aspects of their daily routines using modelled signs and visual prompts
- sequencing points of signed information needed to complete an action-based activity such as a treasure hunt

Creating


Elaborations

Participate in the shared viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or familiar signs

[Key concepts: imagination, expression; Key processes: viewing, drawing, re-enacting, mimicking, signing]

(ACLASFC132)




- viewing recorded or live children's stories and nursery rhymes in Auslan, for example National Simultaneous Storytime books, demonstrating understanding through drawing, gesture, modelled signs or voice
- responding to short expressive texts that involve the movement of people, animals and/or vehicles, using drawings, familiar signs or re-enactments with puppets or props
- playing with key elements of short signed stories, for example by mimicking facial expressions or repeated signs
- interacting with a signing puppet or doll in an imaginary setting, for example by signing simple questions such as:
WHAT NAME PRO2?
What is your name?
WHAT LIKE D-O PRO2?
What do you like to do?

- participating in interactions in Auslan that involve imaginative responses to stimuli, using gestures, handshapes, facial expressions and simple signs
- engaging with different forms of Deaf art, such as handshape creations
- shadowing non-manual features in short Auslan poems or stories

Express imaginative ideas and visual thinking through the use of familiar signs, mime and gestures, with a focus on emotions, appearance and actions

[Key concepts: imagination, emotion, expression; Key processes: re-enacting, depicting, creating]

(ACLASFC133)



- using iconic signs to create variations to actions involved in familiar nursery rhymes, such as 'Incy Wincy Spider'
- exploring emotions through the use of NMFs, for example by re-enacting a familiar scenario and modifying emotions each time, for example by switching from fear to excitement to anger
- depicting the movement of people, animals or means of transport by using handshapes in creative ways
- creating amusing sequences of signs using a fixed handshape, such as the index finger 'point',
PRO2 THINK PRO1 SHY?
Do you think I'm shy?

- using gestures and modelled signs to create short skits that convey emotions and behaviours associated with characters from familiar stories or rhymes
- enacting the movements and characteristics of a particular animal through the use of constructed action

Translating

Elaborations

Translate words used in everyday contexts from Auslan into English and vice versa

[Key concepts: similarity, difference, meaning; Key processes: recognising, comparing, identifying, translating, explaining]

(ACLASFC134)



- recognising that every language uses words or signs to make meaning
- identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet
- comparing and contrasting the iconicity of some simple signs in terms of their similarity to the object/referent, for example, drink, food, kangaroo, considering how this may help with translation between languages
- explaining to family and friends the meaning and use of simple signs and expressions, for example, DOG, CAT, BIRD

Create simple print or digital texts such as labels, posters, wall charts or cards that use Auslan images and English words

[Key concepts: meaning, code, bilingualism; Key processes: labelling, creating]

(ACLASFC135)



- using images of Auslan signs to name and label familiar objects and classroom items, using posters, word cards with pictures or alphabet cards with images, for example, A is for *apple* with fingerspelled letter for A
- creating and using handshape images to represent signs and label with words, for example, flat hand = *FISH*
- making their own bilingual picture dictionaries with English labels, images of signs and simple descriptions of signs

Identity

Elaborations

Describe aspects of themselves, such as membership of family and their school/class and languages they use, considering how these different elements contribute to their sense of identity

[Key concepts: identity, similarity, difference, self, family, belonging; Key processes: noticing, identifying, describing, explaining, comparing]

(ACLASFC136)



- describing themselves and their family using supports such as pictures, photos and family trees
- identifying themselves as belonging to a family, class or peer group, representing these relationships through captioned pictures or photos or by creating simple digital presentations
- identifying friends, favourite places, objects or languages they know or are learning that contribute to their identity

Reflecting


Elaborations

Notice what is similar to or different from their own language and culture when interacting with stories, games and different forms of artistic expression in Auslan and from Deaf culture


[Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding]

(ACLASFC137)



- responding to teacher prompts in Auslan or English to capture their impressions when viewing images, video clips or stories in Auslan, for example:
PRO2 LOOK VIDEO. LOOK WHAT?
You saw the video. What did you notice?
HAVE SAME? HAVE DIFFERENT? WHAT?
What's the same? What's different?

- comparing aspects of their own lives with those of deaf children represented in digital images, video clips and stories, for example, ways of playing games, telling stories or interacting at school, home and in the community
- describing how it feels to use Auslan to communicate or to watch Auslan being used by others, for example by responding to questions such as *What are the main differences you notice when observing conversations between hearing people and between deaf people?*
- discussing changes or adaptations they make to their communicative style when using Auslan, for example waiting until they have a deaf person's visual attention before signing to them, maintaining eye contact when the other person is signing to them

Understanding


Systems of language	Elaborations
<p>Recognise that meaning can be expressed through English words or Auslan signs and that signs have set handshapes, movements and locations, and identify and reproduce them independently</p> <p>[Key concepts: handshape, movement, location, iconicity; Key processes: identifying, noticing, recognising, understanding]</p> <p>(ACLASFU138)</p> 	<ul style="list-style-type: none"> • realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming • identifying the handshape of a sign, for example, COCKATOO (hs:5) and SOCCER (hs:fist) • recognising major types of path movements • understanding that sounds in English words are like handshapes, movements and locations in Auslan in the sense that they are combined together to make signs • noticing that in signed languages meaning can be expressed through whole signs or through fingerspelling • recognising that some signs are iconic, linking to the appearance of a referent, for example, HOUSE, TREE, DRINK, ELEPHANT, and that some are not, such as SISTER, WHY, SIMPLE • understanding that while English is spoken and heard as well as written and read, Auslan is usually uniquely 'through the air' and not written down • experimenting with different ways of recording signs, including video, writing an English word or drawing pictures

Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space

[Key concepts: signing space, verb modification, depicting signs; Key processes: noticing, identifying, recognising]

(ACLASFU139)



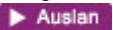
- describing the range of signing space in normal signed discourse
- comparing and contrasting Auslan and English pronouns
- noticing that the beginning and end locations of some verbs can be modified to show the referents involved, for example:
PRO1 ASK PRO3 versus PRO1 ASK_{-her}

- identifying what sorts of things can be represented in a DS by handshape, for example, point can mean a person or tree or pole

Recognise that groups of words are combined to make a clause and that Auslan has word classes such as nouns, adjectives or verbs, and distinguish between statements and questions

[Key concepts: sign class, clauses, statements, questions; Key processes: recognising, observing]

(ACLASFU140)



- categorising noun signs into those for people, animals, places or things
- learning that proper nouns can have a sign name or be fingerspelled
- knowing that adjectives describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD)
- identifying verb signs (SIT, EAT, FEEL, WONDER, HAVE) and recognising that they are central to a clause
- noticing there is no equivalent of the verb 'to be' in Auslan, which is a significant difference to English
- understanding that a clause is one or more signs expressing a single idea and that a clause has at least one verb, but often one or more nouns as well, for example:
CALL_{-him}
I called him.
MAN THERE GO-TO POSS3 HOUSE
That man went to his house.
BIG MONSTER SCREAM
A big monster screamed.

- recognising different nouns in clauses, including those that are shown with a pointing sign, such as GIRL READ versus PRO3 READ, or VISIT FRIEND versus VISIT PRO3
- noticing that Auslan has more flexibility in word order than in English
- distinguishing between clauses that are statements and those that are questions


Understand that texts are made up of units of meaning such as groups of words or sentences and that different types of texts have different features that help serve their purpose



[Key concepts: text, text types; Key processes: recognising, noticing]

(ACLASFU141)



- recognising that texts are created to achieve different purposes, for example some texts tell stories or entertain while others give information
- noticing differences in facial expressions of a signer when presenting different types of text, for example a procedure versus a narrative

Language variation and change	Elaborations
<p>Understand that all languages including signed languages vary and borrow words and signs from each other</p> <p>[Key concepts: language borrowing, variation; Key processes: noticing, recognising]</p> <p>(ACLASFU142)</p> 	<ul style="list-style-type: none"> • understanding that there are two main Auslan dialects: the southern dialect used in Victoria, South Australia, Western Australia, Tasmania and the Northern Territory; and the northern dialect used in New South Wales, Queensland and the Australian Capital Territory • viewing videoed examples of Auslan signers from different parts of Australia, identifying the different signs used in southern and northern dialects, for example, signs for colours and some numbers • noticing that words such as proper nouns for names of people, places or schools are borrowed from English by fingerspelling and mouthing, but some also have sign names • recognising that Auslan borrows from other languages just as English does, and collecting words and signs used in their everyday lives that come from different signed and spoken languages • noticing the variation in 'handedness' between signers in relation to signs and fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite

Language awareness	Elaborations
<p>Recognise that Auslan is a legitimate language, one of many languages used in Australia and around the world</p> <p>[Key concepts: language diversity, difference, vitality; Key processes: identifying, exploring, recognising]</p> <p>(ACLASFU143)</p>  	<ul style="list-style-type: none"> • identifying different languages used by their classmates or members of their families, for example by creating a class profile or language map • exploring similarities and differences between the many languages used in Australia and represented in the school, including spoken and signed Aboriginal and Torres Strait Islander languages, and comparing the ways different languages use writing, sound/speech, gestures, drawings, art and signs to communicate • recognising the unique nature of signed languages and understanding that there are many different signed languages in use around the world, including in Aboriginal and Torres Strait Islander communities, and that there is not one 'universal' signed language • recognising that Auslan is a legitimate language, different from mime and gestures such as those used to accompany songs in spoken languages • exploring why and how some people are deaf, and identifying different ways that they access language; and investigating the use of hearing aids, FM systems or cochlear implants

Role of language and culture	Elaborations
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Notice that people use language in ways that reflect their culture, such as where and how they live, who they live with and what is important to them

[Key concepts: language, culture, community, observable phenomena; Key processes: noticing, recognising, questioning, making connections]

(ACLASFU144)



- recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own
- appreciating that culture and cultural difference means that people may value different things or live differently, noticing observable examples of such difference, such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs)
- exploring how learning Auslan involves entering into a visual world or culture, for example by exploring different connections with physical space, such as being able to communicate through windows, or from a distance
- exploring how deaf people live in ways that may be different from how hearing people live, for example by responding to stimulus questions such as *How do deaf people ensure they can always see other people who are signing? How do deaf people watch movies or television programs?*
- recognising the importance of facial expression, eye gaze and NMFs in conveying information in a visual-gestural language and culture
- recognising the importance of community and culture in relation to their own lives and communities and in relation to other language groups and their communities

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and each other to talk about themselves, their families, friends and immediate environment. They follow instructions to complete action-based activities such as signing games or transactional activities, using repeated constructions, gestures and affective non-manual features (NMFs). They interact in familiar classroom routines by responding to requests, such as DS:line-up PLEASE, LOOK-AT_{me} PRO1. Students ask and respond to simple questions and distinguish between statements and questions. They express likes, dislikes and feelings using lexical signs and affective NMFs. They recognise and produce fingerspelled names for roll call and games and produce modelled signs, phrases and sentence patterns in familiar contexts. They use culturally appropriate protocols, such as maintaining eye contact and responding to and gaining attention by waving or tapping a shoulder or table. They identify specific information in signed texts, such as the properties of colour, number, size or shape, and describe people and objects, for example, PRO3 5-YEARS-OLD, PRO1 HAVE 2 BROTHER, or THAT BALL BIG. Students demonstrate simple procedures using known signs, gestures, objects and list buoys. They recount and sequence shared events using familiar signs and visual prompts. They view short imaginative and expressive texts such as stories and nursery rhymes, demonstrating understanding through drawing, gesture, modelled signs or English. They use fixed handshapes in creative ways, for example to create amusing sequences of signs to enact movements, and portray characteristics through the use of constructed action. They identify similarities and differences in ways they interact when communicating in English and in Auslan.

Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages. They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of whole signs, gestures or fingerspelling. They identify and categorise signs according to handshape and they recognise major types of path movements. They know that some signs link to the appearance of a referent, for example PEN, HOUSE, and that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing. They know that locations of signs can be modified to change meaning, for example when pointing to people. They recognise the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture and know that sign order is flexible in Auslan.

Years 3 and 4

The nature of the learners

Learners at this level are developing their cognitive and social capabilities and their communicative repertoire in the language, as well as becoming increasingly aware of their social worlds and their membership of various groups, including their Auslan class. They are more independent and less egocentric, enjoying both competitive and cooperative activities. They are able to conceptualise and reason, and have better memory and focus. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Auslan learning and use

Learners in this band engage in a range of activities in Auslan and share ideas about the language. They respond to teacher-generated questions about texts, participate in games and give brief presentations about topics such as family, pets, or a favourite game or object. They continue to build vocabulary for thinking and talking about school topics. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt. Learners follow instructions, watch stories and participate in creating short texts on topics relevant to their interests and enjoyment, such as family, pets, favourite activities or food. They recount experiences, interact with visitors, follow directions, negotiate roles in a group and retell important information.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team in the language classroom and the broader school environment, with some sharing of their learning at home. They also have some access to the wider Deaf community and resources through virtual and digital technology. The familiarity and routine dimension of the classroom context provide scaffolding and opportunities for language practice and experimentation.

Texts and resources

Learners typically interact with teacher-generated materials, games and songs, and materials produced for learning Auslan, such as computer games or online videos. They may be exposed to texts developed for deaf children as a way of developing their cultural awareness.

Features of Auslan use

Learners at this stage are increasingly aware of differences between Auslan and English. They are developing a wide range of vocabulary and can use simple clause structures to generate their own ideas in structured tasks. They use depicting signs to talk about simple movements and shapes, and with support can represent the viewpoint of a single participant through constructed action. They begin modifying more indicating verbs for present referents and use specific time marking incorporating numerals in their recounts. They are learning to use NMFs to mark manner on verbs or to express negation. Students at this level explore cultural constructs and practices and the language associated with these. Metalinguistically, learners can describe differences between how to show or tell about an event, understand that adverbs modify verbs and that clauses contain what happened, who was involved and surrounding circumstances.

Level of support

The primary support for learners is the Auslan teacher, who provides instruction, explanation, examples, repetition, reinforcement and feedback. Learners create their own texts based on modelled language and teacher guidance. Form-focused activities, particularly those increasing metalinguistic awareness, build students' grammatical knowledge and support the development of accuracy and control in Auslan. Tasks and activities are carefully scaffolded and resourced with supports such as pictures, flashcards, gestures, objects and multimedia. Discussion supports learning and develops learners' conceptual frame for talking about systems of language and culture.

The role of English

Learners use Auslan for classroom routines and structured learning tasks, and for watching texts. They are supported by the teacher to notice and discuss aspects of Auslan and Deaf culture, and to compare Auslan to other known languages and cultures. English is used for class discussions when noticing, comparing and reflecting on both English and Auslan, as well as for accessing some printed material related to topics in the Understanding strand.

Years 3 and 4 Content Descriptions


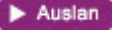



Communicating	
Socialising	Elaborations

Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes

[Key concepts: routines, interests, personal worlds; Key processes: recounting, describing, expressing preferences]

(ACLASFC145)




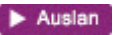

- asking each other about their daily routines, interests or pastimes, for example:
PRO2 ARRIVE SCHOOL HOW? CAR TAXI WALK
G:WELL?
How do you get to school?
PRO2 REGULAR GO-TO-BED WHAT TIME?
What time do you go to bed?
WEEKEND OR HOLIDAYS, WHAT D-O?
What do you do in your free time?

- recounting personal experiences using specific time-related signs and conjunctions, such as BEFORE, AFTER, LONG-TIME-AGO, for example:
LONG-TIME-AGO PRO1 FLY NEW ZEALAND
A long time ago I went on a plane to New Zealand.

- recounting classroom events using some indicating, plain and depicting verbs
- describing activities they have completed, interests or favourite pastimes, using modifications to show manner, for example:
PRO1 WORK LITTLE, LATER WORK-REALY HARD
I worked on it a little bit, then later I worked really hard on it.
PRO1 SWIM_{fast} SWIM_{slow}
I swam really fast till I got tired and slowed down.

- expressing preferences in relation to people, places or things, for example:
PRO1 LIKE THAT, THAT, BUT THAT BEST BOOK
I like that one, and that one, but that one is the best book.

- interacting with members of the Deaf community to share details of their personal worlds
- identifying significant people in their lives, such as family members or friends, describing their appearance, characteristics or personality, for example:
PRINCIPAL YOU-KNOW LONG-HAIR GLASSES?
You know the principal? She has long hair and wears glasses.
POSS1 BROTHER OLD++ TALL REAL FUNNY
My brother is older; he's tall and really funny.


Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions

[Key concepts: task, role, responsibility, clarification, encouragement; Key processes: collaborating, following directions, negotiating, asking for help]

(ACLASFC146)






- working together in collaborative tasks such as cooking or craft activities, using interactional phrases such as: BOOK WHICH WANT MAKE WHICH? PICK.
Which recipe do you want to make? You choose.
PLEASE PRO2 BRING SCISSORS PLUS PAPER?
Can you please bring scissors and paper?

 - following directions for activities such as a treasure hunt or creating a garden, using prepositions such as ON, UNDER, BEHIND and entity depicting signs, such as: DS:turn-left DEAD-END DS:turn-right.
Go left, then at the end turn right.
PLEASE BRING MILK FRIDGE DS:open-door POINT
Please bring the milk; it's at the bottom of the fridge door.

 - negotiating roles and responsibilities in shared learning activities, using expressions such as:
PRO3 TYPE PRO1 WRITE PRO2 D-O WHAT?
He will type, I'll write, and what are you doing?

 - playing games that involve identifying and classifying specific points of information, for example, 'Celebrity Heads'
 - understanding and using expressions of support, encouragement or praise during shared activities, for example, GOOD, EXCELLENT, CONGRATULATIONS
-

Respond to questions, directions and requests, using non-manual features and simple questions and statements to ask for help, to indicate understanding or agreement and to negotiate turn-taking

[Key concepts: instruction, clarification, turn-taking, back-channel, attention, eye contact; Key processes: responding, asking for help, turn-taking, using back-channel, gaining attention]

(ACLASFC147)



- responding to classroom instructions such as
PLEASE WITH-2++ DS:sit-opposite
Please find a partner and sit opposite each other.
DS:line-up PLEASE
Line up, please.
LOOK-AT_{-me}
Look to the front.

- attracting attention or asking for help, repetition or clarification, for example:
PLEASE HELP_{-me}?
Can you help me, please?
PLEASE AGAIN SIGN
Please sign that again.
PLEASE EXPLAIN_{-to self} AGAIN
Please explain that again.
WHAT MEAN?
What do you mean?
PRO2 MEAN...?
Do you mean ...?

- negotiating turn-taking, for example:
PRO1 FIRST YOUR-TURN
It's my turn first, then your turn.

- using back-channels, for example, head nodding to indicate understanding, or raised eyebrows or head shaking to indicate lack of understanding
- gaining the attention of a group or an individual, for example by flashing classroom lights, waving or multiple tapping or tapping or pointing to alert third parties
- maintaining eye contact when communicating

Informing

Organise and summarise key points of information obtained from different types of Auslan texts

[Key concepts: sequence, information, format; Key processes: organising, summarising, identifying, surveying, retelling, recording]

(ACLASFC148)



Elaborations

- retelling key points of information used in classroom interactions and school activities, such as announcements or directions for a game or task
- watching Auslan texts that show people expressing likes and dislikes, and recording observations in table form
- watching a signed presentation by a teacher, peer or visitor and identifying specific points of information
- surveying peers in relation to their interests and preferences, summarising findings in formats such as profiles, charts or graphs
- following the steps of a signed demonstration or procedure such as baking/cooking or simple science experiments, checking with each other about ingredients and processes
- recounting in correct sequence the main points of a shared event such as an assembly performance or sports carnival

Present information associated with their home, school and community activities and routines, using signed descriptions and visual prompts

[Key concepts: recount, description, sequence; Key processes: presenting, demonstrating, recounting]

(ACLASFC149)



- recounting to the class a personal or community experience such as a holiday or weekend event
- presenting routine class information, such as weather reports or daily schedules, using visual prompts and signed descriptions
- sharing selected points of information from their home or local community, such as family traditions or cultural events, conveying key points of information from visual infographics or diagrams
- providing information needed to complete an information-gap activity
- demonstrating a simple procedure using gestures, objects and list buoys

Creating

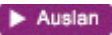
Engage with different types of imaginative texts, identifying favourite elements, characters and events and responding through modelled signing, actions and drawing

[Key concepts: story, character, response; Key processes: responding, comparing, retelling, drawing]

(ACLASFC150)



Elaborations

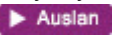
- viewing short Auslan stories and responding by identifying and comparing favourite elements, characters and events
- participating in Auslan games using simple clauses in creative ways, for example, playing the improvisation game 'Space Jump'
- engaging with different kinds of Deaf expression such as handshape poems or art, indicating their response using lexical signs such as:
 LIKE THAT
I like that one.
 DON'T LIKE
I don't like it.
 PRO1 HATE THAT
I hate that.

- comparing two signed versions of a story such as 'The Hare and the Tortoise' and indicating their preference for one version over the other
- retelling favourite elements of a signed story using modelled signing
- drawing a personal interpretation of a 'visual vernacular' description of a character's appearance

Create simple texts that demonstrate imagination and playfulness, using familiar signs, gestures, modelled language and visual supports

[Key concepts: play, imagination, character; Key processes: creating, performing, retelling]

(ACLASFC151)



- assuming the role of a character from a story and responding to signed questions from classmates, such as:
YOUR NOSE DS:long-nose WHY?
Why is your nose so long, Pinocchio?

- participating in storytelling games or imaginative activities, for example, the joint construction of a progressive story such as *I went to market and bought ...*
- retelling a wordless animation, modifying NMFs and lexical signs to indicate manner, for example, walk, sprint, march
- creating a humorous skit using constructed action that involves interaction between two characters
- using a 'visual vernacular' description to create an imaginary character, incorporating physical attributes and personality traits
- working with classmates to use hands to visually represent an object or animal

Translating

Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story, noticing which ones are difficult to interpret

[Key concepts: similarity, difference, meaning; Key processes: matching, noticing, identifying, translating]

(ACLASFC152)



Elaborations

- participating in shared reading of texts such as the Auslan–English versions of 'The Wrong Book' and answering questions about unfamiliar signs and word/sign matches and mismatches in the text
- identifying and comparing key signs and words in Auslan and English versions of favourite stories, for example, 'The Three Little Pigs' and 'The Old Woman Who Swallowed a Fly', noticing how signs can represent concepts which might not have a direct match in English
- translating popular children's songs into Auslan, for example, 'Happy Birthday'
- playing matching-pair games with Auslan sign-image flashcards and English flashcards, for example, matching cards associated with weather or animals in both languages
- collecting and noting a list of gestures commonly used by hearing people when speaking English that have similar meaning when used in Auslan, for example, head nodding, shoulder shrugging, pointing to watch


Create bilingual versions of texts such as English captioned recordings of Auslan phrases


[Key concepts: meaning, representation; Key processes: creating]

(ACLASFC153)



- creating captions in English for short recorded signed phrases
- creating bilingual texts for the classroom or school community, for example, posters, library displays or digital newsletter items, discussing how to represent meaning in each language for different audiences
- developing a simple handshake dictionary
- creating cards for use by younger children that include pictures, labels and signs, such as a transport-themed card game

Identity	Elaborations
<p>Consider how their ways of communicating and responding to each other shape and reflect their sense of identity</p> <p>[Key concepts: identity, similarity, difference, community, membership, communication; Key processes: observing, identifying, creating, noticing, discussing, comparing]</p> <p>(ACLASFC154)</p> 	<ul style="list-style-type: none"> • using visual representations such as concept maps, posters or captioned slide presentations to identify groups that they identify with, such as friends, family, sporting, interest and community groups • creating a profile to capture their sense of self, for example through creating an avatar or montage, using key signs, fingerspelled letters or simple Auslan expressions in a digital file to identify significant characteristics, traits or experiences • comparing their own and each other's ways of communicating, identifying elements that reflect cultural differences or influences of other languages • identifying markers of identity that may be important across all cultures and communities, for example, family membership, environment, language background, age or gender

Reflecting	Elaborations
<p>Describe ways in which communicating and behaving when using Auslan are similar to or different from their use of their own language(s) and forms of cultural expression</p> <p>[Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]</p> <p>(ACLASFC155)</p> 	<ul style="list-style-type: none"> • reflecting on similarities and differences between ways of communicating in Auslan and in their first language in different social situations, for example, when greeting/leave-taking; introducing people; and using body language, facial expression and eye contact • comparing their own and each other's reflections on the experience of learning and communicating in Auslan, and considering whether their attitudes or understandings have changed through this experience • reflecting on similarities and differences in communication that reflect culture, such as visual ways of being among deaf people and ways of sharing storytelling or jokes • reflecting on the need for sustained eye contact when using Auslan in order to understand a message and before teacher instructions can proceed • reflecting on differences in forms of address in signed and spoken languages, for example, not using a person's name when signing directly to them, unlike the common use of names in Australian English/other languages • identifying assumptions that they bring to the experience of learning Auslan and considering how these may change through the learning experience

Understanding

Systems of language	Elaborations
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Identify the movement and location of different signs and notice how they combine with handshape to form signs, and understand that Auslan can be videoed and transcribed to assist learning

[Key concepts: orientation, hand dominance, iconicity, non-manual features, recording language; Key processes: identifying, recognising, comparing]

(ACLASFU156)

- identifying the location of a sign on the body or in space
- noticing the five major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), TALK (hand) and ONE (signing space)
- recognising that handshapes must be performed in a particular orientation
- identifying and demonstrating signs with a change in handshape, for example FIND or BEST
- identifying and demonstrating signs with a change in orientation, for example CAN-NOT or HOW
- understanding that NMFs can also be an element of a sign and can show emotional states such as a happy expression or grammatical information, for example, a frown to mark a negative
- identifying single, double and two-handed signs, and recognising which hand is dominant (the pen hand) and which is non-dominant (the paper hand) within two-handed signs
- comparing iconic signs that provide visual images of referents, such as DRINK, ELEPHANT with English words that map to the sound images of the referents, such as animal noises, or words for sounds such as *bang*
- learning to film themselves and analyse the video or to read simple glosses produced by the teacher, and understanding that the English word used is often not an exact match for the meaning of the sign

Understand how space is used in Auslan to show who is involved in an event through the meaningful location of nouns and verbs, the use of depicting signs and enacting

[Key concepts: signing space, numeral incorporation, verb modification; Key processes: recognising, discussing, comparing]

(ACLASFU157)



- recognising that non-body-anchored nouns can be located in space and identifying instances of this
 - discussing the functions of different pointing signs, such as pronouns, determiners and locatives
 - noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages (for example, 5-YEARS-OLD) or adverbs of time (for example, 3-WEEKS-AGO) or pronouns (WE3, WE4)
 - understanding that some verb forms in Auslan indicate who is involved in a verb by changing the direction of the movement or orientation of the handshape
 - noticing the relationship between the location of referents in real space and the direction of some indicating verbs in a text
 - identifying instances of DSs with appropriate support
 - comparing English adjectives with SASS DSs
-

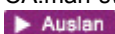
Understand that clauses can be enriched through the use of adjectives and adverbs (when, where, how), often produced with non-manual features

[Key concepts: verb types, adverbs, clause structure, questions; Key processes: recognising, distinguishing, observing]

(ACLASFU158)



- exploring different semantic types of verbs in a text, for example by showing how:
 - *doing* (WALK, WRITE) and *saying* (TELL, CALL-OUT ANNOUNCE?) verbs in narrative texts give information about a characters' actions
 - *sensing* (SEE, THINK) or possessing (BELONG, OWN) verbs indicate what characters think, feel or own
 - *relating* verbs identify or describe a noun, for example, HAVE in PRO3 HAVE LONG-HAIR
- understanding how DSs and adverbs can give extra information about an activity
- noticing that some signs modify the meaning of verbs, such as READ **CAREFUL** and that these are called adverbs
- contributing examples of signs that tell
 - when a verb happens (**IN-2-WEEKS** PRO1 HOLIDAY or WANT LUNCH **NOW**)
 - where a verb happens (PRO3 RUN **FAR** or COME **HERE**)
 - how a verb happens (**FAST** or **SLOW** or PRO2 **QUICK** FINISH)
- understanding that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun or nouns) and the surrounding circumstances (adverb or adverbs)
- knowing that signing involves either telling with signs or showing with DSs and periods of CA
MAN WALK SLOW
DS(point):man-walks-slowly
CA:man-swinging-arms-nonchalantly



Understand how signers make different language choices in different types of texts and compare this with English versions of text types, and notice how texts build cohesion

[Key concepts: textual features, similarity, difference, cohesion; Key processes: recognising, discussing, comparing]

(ACLASFU159)



- recognising that texts are made up of one or more clauses, which have one or more signs in them and which together make meaning
- discussing and comparing the purposes of familiar texts such as class discussions or stories
- comparing a short text in Auslan with an equivalent English text, noticing similarities and differences in their structure and language features
- observing how texts build cohesion, for example by using different signs to refer to the same person

Language variation and change

Elaborations

Recognise that there is variation in Auslan use, for example in different locations or physical environments

[Key concepts: variation, adaptation; Key processes: identifying, recognising, exploring, considering]

(ACLASFU160)

- exploring similarities and differences in Auslan dialects through building webcam relationships with other schools or through identifying and collecting signs that differ in the northern (Qld and NSW) and southern (Vic., SA, WA and Tas.) dialects, such as DINNER or AFTERNOON
- recognising that variation also occurs in spoken languages and noticing some different words for the same thing in English, such as cossie/cozzie, togs or bathers
- identifying Auslan signs or informal home signs that might be different from signs used by other people
- considering adaptations to Auslan use when communicating in different physical environments, such as in video chats, across a large yard, or when one or both hands are occupied, for example, variations in vocabulary, size of signing space, clarity of signs, use of fingerspelling and NMFs
- recognising variation in adaptation of signing between different users of Auslan, for example, people who are deafblind use hand-over-hand signing and tactile fingerspelling

Language awareness

Elaborations

Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of language vitality

[Key concepts: communication, language vitality, culture, accessibility; Key processes: identifying, describing, recognising]

(ACLASFU161)



- identifying different ways Deaf community members communicate with each other and with members of the wider hearing community, including face to face or via technology such as NRS or VRS, through social media, the use of English or the use of interpreters
- identifying how deaf people modify space to maximise visual attention, such as adjusting seating or removing visual obstacles
- exploring different expressions for gaining attention or signalling enjoyment, such as tapping, waving, stomping or using visual applause, and their suitability for visual language users
- recognising that Aboriginal and Torres Strait Islander peoples' use of signed languages is culturally determined and shaped by their beliefs and values
- understanding cultural values associated with the conferment of name signs to people, such as second language learners of Auslan who are joining the Deaf community
- exploring the vitality of Auslan and other spoken and signed languages, appreciating that a language with strong vitality is one used by many people in the home and other domains, across generations, to talk about most topics
- understanding how and why some deaf children face challenges with communication in hearing families or in social settings
- understanding that some languages used in Australia, such as English, have large numbers of users, while others, such as many spoken and signed Aboriginal and Torres Strait Islander languages, are endangered or in the process of being revived or reclaimed
- recognising the important role of deaf families and deaf schools in preserving and maintaining Auslan and cultural identity
- understanding that Aboriginal and Torres Strait Islander signed languages arise from specific needs, for example, certain cultural restrictions on speech, or the presence of deaf people
- exploring relationships between place, space and people, considering why some places and spaces make deaf people feel comfortable and promote a sense of cultural belonging and pride
- identifying behaviours, rights, roles and responsibilities in relation to the ownership and maintenance of Auslan, and recognising that this ownership rests with the Deaf community and is determined by traditional social groupings/families, places, history and stories

Role of language and culture

Elaborations

Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan
[Key concepts: language, culture, identity, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections]

(ACLASFU162)



- exploring culture as an essential part of human life, understanding that it is shared, passed on between generations and is closely connected to language and to identity
- understanding that culture is more than the visible aspects of people's lives, that it also includes invisible elements such as beliefs and values, how people think about themselves and others, how they relate to their social and physical environments, and how this understanding applies to themselves as users of their first language and as learners of Auslan
- recognising that in each culture there are general rules for what to say and do, when, where and with whom, and that these rules differ from culture to culture, for example, the Deaf culture places greater importance on eye contact than cultures that communicate through spoken languages
- recognising that language reflects values and beliefs, for example in expressions of personal identity or in the recognition of others (sameness and difference), for example by identifying deaf family members as part of introductions, and by relaying cultural information about background and context and shared knowledge when interacting with others

Years 3 and 4 Achievement Standard

By the end of Year 4, students participate in classroom routines and structured interactions with teachers and peers. They communicate about daily routines, interests and pastimes; recount personal experiences and classroom events; and describe people, experiences or activities using simple depicting signs, such as DS:run-around-oval THEN DS:sit-in-circle. They express preferences, follow directions and ask for clarification or help. They play games that involve making choices, exchanging information and negotiating turn-taking. They use non-manual features to indicate understanding, interest or lack of interest. They use culturally appropriate protocols, such as gaining attention by waving, tapping or pointing to alert third parties and maintain eye contact when communicating, for example PRO2 MEAN or ... RIGHT PRO1? They identify, summarise/paraphrase and retell key points of information in signed texts such as announcements, directions for a game or presentations by visitors, for example PRO1 FIRST YOUR-TURN. They recount in correct sequence the main points of an event or favourite elements of a signed story, using modified indicating verbs, such as POSS1 FAVOURITE PART PRO3 TAKE MONEY THEN RUN^{-that direction-}. They present routine class information, such as weather reports or daily schedules, using visual prompts and signed descriptions. They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled language and visual supports. They translate high-frequency signs/words and expressions in simple texts. They reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan.

Students compare fingerspelling with written English, noticing that it can be used for whole words or for parts of words. They recognise that there are signs that have no single English word equivalent, and know that signs can be displaced in space for different purposes, such as to show locations or different participants in a verb. They know that signing involves telling, depicting or enacting. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space. They identify different ways Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters. They know that culture is closely related to language and to identity and involves both visible and invisible elements.

Years 5 and 6

The nature of the learners

Learners at this level are expanding their social networks, experiences and communication repertoire in both their first language and Auslan. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context. They are gaining awareness of the world around them and of nature of the Deaf community in Australia. They notice similarities and differences between Auslan and Deaf culture and their own language(s) and culture(s).

Auslan learning and use

Learners use well-known phrases in Auslan to participate in classroom routines, presentations and structured conversations with the teacher and peers. They focus on aspects of their personal worlds and are introduced to content related to Auslan, the Deaf community and other learning areas. Learners develop their capability in Auslan through scaffolded tasks and texts such as descriptions and stories. They are learning to apply their knowledge of key signs and textual features to predict the meaning of unfamiliar language. They use modelled language to create texts such as narratives. They use Auslan to paraphrase; form questions to request information; interview others; plan, rehearse and deliver short presentations; and to compare interests and activities. They extend their language use by expressing ideas through expanding and connecting clauses.

Contexts of interaction

Learners use Auslan to interact with the teacher and their classmates, and may use technology to communicate with deaf peers in other contexts. Tasks are typically structured, collaborative and at times competitive, such as group performances, class displays or games. Language development and use are incorporated into collaborative and interactive learning experiences and activities. Learners may notice the use of Auslan in the community, such as in the media.

Texts and resources

Learners engage with a growing range of signers and videoed signed texts. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to Auslan and Deaf culture through resources created for the Australian Deaf community, such as children's television programs, websites or video clips. In addition, they make use of texts from other signed languages that make extensive use of the 'visual vernacular'.

Features of Auslan use

Learners are expanding their knowledge of vocabulary and sentence construction. With support, they use constructed action to show participants in a narrative, modify indicating verbs for non-present referents with increasing accuracy across a text, and use more complex entity depicting signs. Learners are developing a metalanguage for describing aspects of Auslan and how it is structured, such as how signers use different means to refer to things for cohesion in a text. They are increasingly aware of the connection between language and cultural practices and compare such connections to their own language and culture.

Discussion, reflection and explanation ensure the continued development of learners' knowledge base and metalinguistic and intercultural capabilities. Understanding of the relationship between language, culture and identity is developed through guided investigation of how language features and expressions carry specific cultural meaning; through critical analysis of cultural stereotypes, attitudes and perspectives; and through exploration of issues related to personal and community identities. Students reflect on the relationship between language, culture and identity and how these affect communication and intercultural experience through the lens of their own bicultural experiences.

Level of support

Support provided by the teacher at this level includes explicit instruction, description, and comparison of Auslan and English; modelled language use and examples of texts; and feedback on and review of student work. Learning experiences incorporate implicit and explicit form-focused language learning activities and examples of texts and tasks. Learners need practice and guidance in using dictionaries, especially Signbank, and access to word charts, vocabulary lists and examples when translating and creating texts.

The role of English

Auslan is used for classroom routines and language learning tasks and may be used as the language of instruction for learning the content of other learning areas. The language of response varies according to task demands, with Auslan used primarily for communicating in structured and supported tasks and English for open-ended, comparative tasks that develop learners' understanding of language and culture. English may also be used to research cultural issues where the source text is not available in Auslan.

Years 5 and 6 Content Descriptions

Communicating






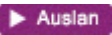
Socialising

Elaborations

Share ideas and feelings about people they know, their daily lives, social activities and the school community
[Key concepts: experience, interaction, interests, relationship;
Key processes: describing, discussing, responding, comparing, expressing feelings]

(ACLASFC163)




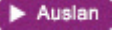

- describing experiences and how they made them feel, for example:
DEAF PERSON WILL VISIT SCHOOL PRO1 EXCITED MEET
I am excited to meet the deaf visitor.
POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD
I was sad when my friend moved away.

- discussing aspects of their school experience, using familiar lexicalised fingerspelled signs to talk about shared places or people they know, for example:
M-O-N M-R S-M-I-T-H GIVE_{me} BOOK THAT NEW
On Monday Mr Smith gave me a new book.

- comparing weekend or holiday routines, interests and activities, using signs associated with time, sequence and location, for example:
REGULAR SUMMER PRO1_{plural} GROUP-MOVE-TO BEACH STAY++ THREE WEEK
We go to the beach for three weeks in summer.
WEEKEND PRO1 GO-TO-AND-BACK++ CAMP
I go camping on weekends.

- discussing shared experiences of school events, using appropriate interactional strategies when communicating in pairs or in groups, for example, using NMFs and eye gaze to gain, hold or finish a turn, for example:
THEATRE GOOD, LONG_{really}
I liked the theatre performance but it was soo long.
SCHOOL SWIMMING RACE, GOOD BAD, PRO2 THINK WHAT?
What did you think about the swimming carnival?

- describing relationships between members of their families or between classmates, for example:
PRO3 POSS1 COUSIN WE2 GOOD FRIEND.
She's my cousin; we're good friends.

- comparing attributes or characteristics of classmates or classroom objects, for example:
S-A-M RUN FAST C-H-R-I-S WORSE FAST SPEED
Sam runs fast but Chris runs the fastest.
THAT BEST COMPUTER
That's the best computer.


Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions

[Key concepts: performance, presentation, Deaf culture; Key processes: planning, negotiating, organising]

(ACLASFC164)



- working collaboratively to plan a performance or presentation for a younger class, for example on aspects of Deaf culture or Auslan
 - expressing preferences in relation to roles and responsibilities in shared learning activities, using statements such as:
PRO1 HANDWRITING PRO1 DON'T-LIKE RATHER TYPING
I don't like handwriting; I prefer to type it.
PRO1 DON'T-WANT DRAW, PRO1 WANT TAKE-PHOTO++
I don't want to do the drawing; I'd rather take photos.

 - negotiating with a partner to prioritise or sequence tasks when planning a learning activity, using language such as:
PRO2 THINK BEST THIS FIRST, FINISH, NEXT
Do you think we should do this first and when that's done, next
THAT FIRST IMPORTANT THAT SECOND
That's more important than this.

 - organising activities such as excursions or talent shows, using expressions related to place, time and numbers, for example:
THAT THEATRE WHEN WHAT DAY?
What date is the show?
HOW-MANY PEOPLE WILL DS:many-move?
How many people will be there?

 - playing games that involve detailed information exchange, such as 'Guess Who?', asking for and supplying descriptions, for example:
POINT HAVE GLASSES?
Does yours have glasses?
DON'T-HAVE
No.
 - allocating responsibilities for the completion of shared tasks, such as following a recipe or building a model
 - carrying out simulated transactions in different contexts, for example, playing a 'restaurant' game, or a food shopping game
-

Communicate appropriately while involved in shared learning activities by asking and responding to questions, managing interactions, indicating understanding and monitoring learning
[Key concepts: agreement, clarification, protocol, reflection;
Key processes: responding, agreeing, monitoring]

(ACLASFC165)



- responding to signed class and school announcements such as assembly procedures

- showing agreement or disagreement or asking for clarification, for example:

PRO1 AGREE

I agree.

PRO1 AGREE-NOT


I don't agree ...

THAT RIGHT THAT?

Is that right?

...RIGHT PRO1?

... am I right?

 Auslan

- using discourse markers in conversation to indicate understanding, attention or consideration, for example:

SURPRISE

ooh (with appropriate intonation)

INCREDIBLE

No way!


WOW

Wow!

UM

um

 Auslan

- respecting protocols for interrupting conversations, for example by walking between signers, waiting for eye contact and pauses in signing and using language such as EXCUSE or SORRY INTERRUPT
- monitoring their own and each other's learning, for example by making comments such as:
SURPRISE KNOW-NOT PRO1
I didn't know that ...
THANKYOU PRO2 EXPLAIN CLEAR
Thank you – that was really clear.
 Auslan
- following appropriate protocols when interacting with interpreters, for example not standing between the interpreter and the deaf person
- using non-auditory ways of signalling enjoyment, support or encouragement in large group or audience activities, for example, by foot stomping at a deaf basketball game

Informing

Elaborations

Collect, classify and paraphrase information from a variety of Auslan texts used in school and community contexts
[Key concept: information, findings, concepts; Key processes: identifying, collecting, classifying, paraphrasing, responding, explaining, requesting, interviewing]

(ACLASFC166)



- identifying specific points of information in procedural or descriptive Auslan texts, responding to signed comprehension questions
- paraphrasing the content of selected Auslan texts such as community announcements and relaying the information to others
- using information collected from peers about home and school routines, presenting findings to the class using visual supports/graphic organisers
- viewing Auslan texts from other content areas, using depicting signs to explain concepts such as states of matter or climate variation
- forming and signing questions to request information from a deaf organisation or person needed to produce a digital text such as a brochure or program
- interviewing Deaf peers or other Auslan users and noting unfamiliar signs, recoding and classifying these in their personal sign dictionaries

Convey information in different formats to suit different audiences and contexts
[Key concepts: context, purpose, audience; Key processes: presenting, creating]

(ACLASFC167)



- assembling an information pack about their school to support newly arrived deaf students, including a signed glossary of key people and places and simple directions to navigate the school
- creating a rehearsed digital report/reflection in Auslan for a school website on the experience of interacting with Deaf visitors
- presenting information for Deaf visitors at a school open day about significant school or community events, such as festivals or sports carnivals
- presenting information using visual support to engage the interest of the wider school community in a selected Deaf organisation or community activity
- explaining a favourite game that can be played in Auslan or English, highlighting key Auslan terms and supporting information with pictures, gestures and demonstrations
- planning, rehearsing and delivering short presentations about their use of Auslan in different contexts, taking into account context, purpose and audience
- explaining a procedural text to the class, such as a recipe

Creating

Elaborations

Engage with a range of creative and imaginative texts, identifying and discussing ideas and characters and making connections with their own experiences

[Key concepts: narrative, theatre performance, emotional response, humour; Key processes: sequencing, comparing, shadowing, reflecting]

(ACLASFC168)



- viewing a signed narrative text and responding by drawing a storyboard that identifies and sequences key events
- viewing a theatre performance designed for a deaf audience and sharing their reactions to the experience of viewing a theatre performance designed for a deaf audience
- comparing their reactions to imaginative texts that evoke positive or negative emotional responses, making connections with experiences in their own lives that have produced similar feelings
- engaging with different examples of Deaf humour, such as Deaf jokes, and comparing them with examples of humour in spoken English or in silent films or mime
- shadowing signed elements of theatrical or cinematographic texts that use handshapes, such as the scene with hand-faces in the film *Labyrinth*
- tracking and reflecting on the experiences of deaf dancers and choreographers, for example as contestants in shows such as *So You Think You Can Dance*

Create or reinterpret simple imaginative texts that involve favourite characters or humorous situations, using a range of signs, gestures and supporting props to convey events, characters or settings

[Key concepts: constructed action, perspective, choreography; Key processes: adapting, performing, retelling, dancing]

(ACLASFC169)



- creating and performing an adaptation of a humorous story with two or more characters, using elements of constructed action such as eye gaze change, body shift and head orientation change
- retelling a story to compare characters' perspectives using referents
- working collaboratively to create a visual representation of a face, using the hands and bodies of at least two classmates
- using 'visual vernacular' to create a humorous skit for a younger group of Auslan learners
- creating the next scene, a new character or an alternative ending for a signed fable, short story or cartoon
- choreographing and performing music-less dance, focusing on matching timing, beat and rhythm
- creating and performing a story from the viewpoint of a single character or narrator

Translating

Elaborations

Translate familiar texts from Auslan to English and vice versa, noticing which words or phrases require interpretation or explanation

[Key concepts: equivalence, meaning, interpretation; Key processes: identifying, translating, shadowing, creating, comparing]

(ACLASFC170)



- finding and using phrases that have direct translations between Auslan and English, for example, *Goodnight*, *Happy birthday*
- shadowing a story in Auslan as a pre-interpreting skill, noticing which phrases and concepts need more unpacking
- demonstrating the use of a bilingual online dictionary (Signbank), for example by looking up various meanings of the word *run* and comparing variation in signs for the concept in different contexts, and using it to translate Auslan texts into English and vice versa
- using resources such as Signbank to identify words which might not have a direct sign equivalent, for example, *jewellery*, *pets* and other collective nouns
- translating segments from popular children's texts such as fairytales or short stories into Auslan, considering why some elements cannot be translated literally

Create their own bilingual texts and learning resources such as electronic displays, websites or digital newsletters

[Key concepts: bilingualism, meaning; Key process: composing, creating]

(ACLASFC171)



- composing bilingual texts for class or school assembly performances, events or displays, for example, National Week of Deaf People announcements
- constructing and co-maintaining a bilingual website with a Deaf school
- creating bilingual texts for younger children, such as an online Auslan–English dictionary of school-specific vocabulary

Identity

Elaborations

Demonstrate understanding of the nature of identity in relation to themselves and to members of the Deaf community

[Key concepts: identity, community, history; Key processes: documenting, creating, sharing, evaluating, comparing]

(ACLASFC172)



- describing key milestones or important influences in their lives, including people, events, experiences, community traditions or travel experiences, explaining how these have helped shape their sense of identity and their perspectives
- viewing a series of Auslan identity stories, such as those found in the Griffith University *Introduction to Deaf Studies Unit 1* set, comparing their own experiences to those described by deaf children and adults in the footage
- making and sharing 'hand identity charts' to illustrate similarities and differences in how students define themselves or may be defined by others, using sketches of signs or gloss in the fingers of the chart and views of others outside the handshake
- identifying Deaf community identities associated with significant places, such as Martha Overend Wilson and the sites of the former Queensland Adult Deaf and Dumb Mission, or Eugene Salas and the original South Australian Deaf Society/Mission building

Reflecting

Elaborations

Reflect on how language and cultural background influence perceptions of other languages and communities, and on their experience of learning and communicating in Auslan

[Key concepts: influence, perspective, perception, self-reflection; Key processes: comparing, sharing, monitoring, identifying, analysing, explaining, reflecting]

(ACLASFC173)



- examining misconceptions held by some hearing people about deaf people, Auslan and Deaf culture, such as the idea that all deaf people can hear with hearing aids, or that deaf people may not drive
- considering possible explanations for assumptions deaf people might make about hearing people or about spoken languages
- observing and documenting their development as learners of Auslan, for example, by recording learning experiences and reflections in blogs, learning logs or journals, considering whether their sense of identity changes when communicating in this language
- reflecting on similarities and differences between spoken language and signed language users, for example, behaviours when joining interactions, taking turns, using name signs, or passing between people who are communicating with each other
- identifying and comparing how various emotions and different attitudes, such as respect, shyness, exuberance or embarrassment, are expressed in and responded to by different languages and cultures
- exploring ideas about identity in journal writing, for example by documenting challenges and rewards relating to second language learning and any changes in relation to their sense of identity

Understanding

Systems of language

Identify and describe elements of sign production, including handshape and its orientation, movement, location and non-manual features, and explore the processes of annotating Auslan videos or reading and transcribing glossed texts
[Key concepts: body anchored, iconicity; Key processes: identifying, recognising, annotating, glossing]

(ACLASFU174)



Elaborations

- noticing that in a stretch of connected signing a sign will often be produced differently to the way it is shown in a dictionary
- identifying some NMFs in a signed text
- recognising that some signs can occur with a standard mouth gesture and that these are sometimes called multi-channel signs
- thinking of body-anchored signs, such as head or why, and signs that are not body anchored, such as HAVE or STOP, and recognising that non-body anchored signs can be located in space around the signer
- identifying some iconic signs and considering how they are iconic
- exploring with support software such as ELAN to annotate signed texts with some grammatical marking such as NMFs
- 'reading' and transcribing glossed texts, including indicating understanding that there are markings to show NMFs and spatial locations

Understand that signs can include different information, including a gestural overlay, identify types of depicting signs and how signers establish spatial locations and show constructed action

[Key concepts: gestural overlay, establishing a spatial location, function of constructed action; Key processes: recognising, distinguishing]

(ACLASFU175)


- recognising that Auslan has fully-lexical signs that are in the dictionary and have a standard handshape, movement and location, and partly-lexical signs that cannot be listed in a dictionary in all forms as they change their form each time they are signed, such as DSs
 - noticing that fully- and partly-lexical signs can include grammatical information not included in a 'citation' form, for example, the sign TELL_{-me} is not listed separately to TELL (towards neutral space) and GO-TO includes GO-TO_{-often}
 - identifying where a signer has established a location in space (for example, through points, non-body-anchored signs, fingerspelled words or verb movement changes)
 - recognising that signers must make explicit which referent is associated with a location
 - identifying examples of each type of DS in an Auslan text: entity DSs, handling DSs and SASS DSs
 - learning that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or another
 - knowing that in CA a signer can shift into the role of another, or themselves at a different time, through eye gaze change, body shift, head orientation change, and matching facial expressions
-

Develop understanding of the important role of non-manual features in adverbs and joining clauses, and know that spatial relationships in Auslan are typically expressed with depicting signs

[Key concepts: manner, locatives, topicalisation; Key processes: recognising, distinguishing]

(ACLASFU176)



- recognising that quantifiers such as FEW or THREE are also types of adjective signs
 - noticing that sometimes Auslan signers have information about how a verb happens through NMFs not separate signs (for example, WRITE_{-carelessly})
 - recognising that some adverbs modify adjectives, not verbs, for example VERY, and that these modifications to adjectives can also be expressed with NMFs, for example changes in mouth patterns and movement of signs can intensify adjectives, for example, RED_{-really}, PLEASE_{-really}, TALL_{-really}
 - distinguishing between the citation form of a sign and the adverbial NMF overlaid and what meaning each part carries, for example: MAN SPRINT (base form), MAN SPRINT_{-fast} (manner added)
 - recognising how conjunctions such as plus, if or but are used to join clauses and create cohesion
 - recognising that signers can give information about how a verb happens over time by changing the movement, for example, signing WATCH versus WATCH_{-for-a-long-time} or with lexical signs such as WATCH AGAIN++
 - recognising that typically signers use DSs to show spatial relationships, not separate signs such as ON or UNDER
 - recognising that some nouns are not signed overtly in a clause, for example in the clauses below, the noun (the swimmer) is given in the first clause but not repeated in the second
PRO2 SWIM DETERMINED SWIM, NOT WIN
You swam really hard but you didn't win.
-  Auslan
- noticing that clauses are elaborated and made more vivid by adding adjectives and adverbs and by enacting or using DSs, and that they can be joined by conjunctions to make longer sentences
 - noticing that parts of a sentence can be signed simultaneously in Auslan, making it hard to establish word order
 - recognising that the element of a sentence that a signer wants most focus on is sometimes signed first and that this process of topicalisation involves particular NMFs

Identify and use language features of different types of Auslan texts and understand that texts are made cohesive through language choices

[Key concepts: language features, cohesion, referent tracking; Key processes: identifying, analysing]

(ACLASFU177)



- identifying structures and characteristic features of particular types of text that suit the purpose of the text, for example, selecting language that expresses emotion in a narrative text compared to more factual language used for objective reporting in an information report
- analysing samples of particular types of text, noticing choices signers have made in the production of their text, for example the amount of CA they have used
- identifying the many ways signers can refer to the same referent in a text, for example by using DSs, points, list buoys, and how such strategies support understanding

Language variation and change	Elaborations
<p>Explore variation in terms of the impact of other languages on Auslan across contexts and over time</p> <p>[Key concepts: influence, language borrowing, style shifts; Key processes: noticing, recognising, explaining]</p> <p>(ACLASFU178)</p>	<ul style="list-style-type: none"> noticing different ways that English words are borrowed into Auslan, for example, the use of fully fingerspelled words, such as D-U-E, N-O-U-N, the fingerspelling of the first letter of corresponding English words, for example TOILET, FATHER, or abbreviations of English words, for example, state names: S-A, N-S-W, V-I-C, T-A-S, and organisation names: N-A-B-S, W-A-A-D, N-S-W-A-D, D-C-S-S-A creating lists of fingerspelled words which have become lexicalised, for example, #HOW, #BUT, #ABOUT or #FOR and looking at how this process has changed the form of words over time recognising that Auslan includes loan signs from Signed English, some of which were invented for Signed English (for example, TOY or DAD) and some that were from the southern dialect and incorporated into Signed English, for example, YELLOW looking at style shifts in domains where English is in closer contact with Auslan, such as the use of more English-like structures in formal and educational settings explaining the influence of other signed languages such as BSL, ISL and ASL on Auslan over different periods of time and discussing reasons for such influence
Language awareness	Elaborations


Explore the current status and profile of Auslan and of the Deaf community in contemporary Australian society, considering issues such as language transmission, usage and documentation

[Key concepts: diversity, representation, language transmission, documentation; Key processes: recognising, describing, understanding, discussing, investigating]

(ACLASFU179)

- describing the visibility and use of Auslan in the wider community, for example in television programs, on the news, at community events, sporting fixtures and in emergency announcements
- discussing the diversity of Auslan users in the Australian community, including people who are deaf, those who are hard of hearing and hearing people such as CODAs and interpreters
- investigating the signed languages used by deaf and hard of hearing members of Aboriginal and Torres Strait Islander communities
- exploring variation in Auslan fluency among classmates and members of the Deaf community, considering the relevance of factors such as where and when individual users learnt to sign and whether they are from a Deaf or hearing family
- mapping sign language use around the world using data from Ethnologue, for example by identifying and labelling countries with correct naming of the sign language used, such as France = LSF: Langue des Signes Française; Germany = DGS: Deutsche Gebärdensprache
- finding representations of signing deaf people in the media or in literary texts, and evaluating how they and the language are represented
- investigating the profile and distribution of members of the Deaf community, for example across states of Australia or by age or gender, using data from censuses and other sources to summarise and represent information in graph/visual forms, and to suggest possible explanations of patterns or statistics
- understanding the role and function of Auslan–English interpreters and Deaf interpreters and the access and opportunities they provide to language users
- recognising that many languages are well-documented, strong, healthy and widely used by many people across generations while others are less well-documented and robust
- recognising that some languages have no written form and have historically been passed on face to face/orally, which means that they are less well recorded or documented
- recognising language documentation as an important means of recording, maintaining, transmitting and revitalising a language
- understanding the nature of transmission of Auslan, for example, that in most cases Auslan is not passed on from parent to child but from peers, or is learnt by children from adults outside the family, and that some Deaf people learn Auslan later in early adulthood
- describing how Auslan has been transmitted across generations and how it has been recorded, investigating reasons for the 'oral' tradition language transmission
- using the UNESCO atlas to map the world's minority languages and those that are in critical endangerment and to document the vitality of signed languages

- exploring how different technologies are used by deaf people to support social networks and strengthen their community and language
- explaining the significance of stories linked to Deaf social history and the responsibility of the Deaf community to convey shared experiences that relate to Deaf history and significant sites, for example by sharing stories about school days in the past
- identifying examples of deaf people who have been recognised for different reasons in wider Australian society, for example, Alastair McEwin or Drisana Levitzke-Gray, and discussing how such recognition contributes to broader awareness of Auslan in Australia

Role of language and culture	Elaborations
<p>Reflect on how communities' ways of using languages are shaped by, reflect and strengthen cultural values and beliefs and how these may be differently interpreted by users of other languages</p> <p>[Key concepts: cultural expression and transmission, values, beliefs; Key processes: observing, making connections, discussing, investigating]</p> <p>(ACLASFU180)</p> 	<ul style="list-style-type: none"> • explaining the role of Auslan and Deaf culture in maintaining, reflecting and strengthening the Deaf community and its networks and significant places • understanding that knowledge about past and present Deaf people and cultural experience and values is embodied in and transmitted through Auslan, for example ways of producing the sign for SIGN reflect cultural values placed on fluency • identifying the cultural importance of elements of communication such as the use of signing space and proxemics by Auslan users, particularly in relation to a person passing between two signers, or to the positioning of communication partners • identifying cultural differences in the use of personal names in Auslan and their own background language, such as the fact that Auslan signers do not use a person's name sign when addressing them directly as do users of many spoken languages • recognising that different types of expressive and imaginative performance in Auslan carry cultural as well as linguistic information, for example, a film or theatrical performance that represents typical miscommunication experiences between deaf and hearing people • reflecting on the ways culture is interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions • understanding that 'sound' is accessed differently in Deaf culture, that the meaning and importance of sound in deaf people's lives is not the same as in hearing people's experience

Years 5 and 6 Achievement Standard

By the end of Year 6, students discuss aspects of their daily lives, social activities and school experience and respond to each other's comments. They describe relationships and characteristics of people and objects and express feelings and preferences, for example, POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD. They negotiate with each other to plan, organise and complete learning tasks and activities, using statements such as PRO1 DON'T-WANT DRAW, PRO1 WANT TAKE-PHOTO, THANKYOU PRO2 EXPLAIN CLEAR, or THAT FIRST IMPORTANT THAT SECOND. They follow more complex instructions and directions involving several steps. They compare experiences, routines, interests and activities, using signs associated with time, sequence and location. They follow protocols when interacting with each other or with interpreters or visitors to the classroom, for example by interrupting conversations appropriately or providing context for a new participant joining a conversation. They paraphrase the content of selected signed texts, such as community announcements, and relay the information to others. They plan, rehearse and deliver short presentations, taking into account context, purpose and audience. They respond to creative and imaginative texts, for example by discussing ideas and characters, shadowing signed elements of theatrical or cinematographic texts that use handshapes, and by making connections with their own experiences. They create or reinterpret simple imaginative texts using elements of constructed action (CA), such as body shift, eye gaze and head orientation change. They modify non-manual features and lexical signs to indicate manner. They translate familiar texts from Auslan to English and vice versa, identifying which words or phrases require interpretation or explanation.

Students discriminate between body-anchored and non-body-anchored signs, and recognise how non-body-anchored signs can modify their locations meaningfully. They know that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or others, and that spatial relationships between objects are typically expressed with depicting signs in Auslan. They understand different ways that English words are borrowed into Auslan and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. They recognise the diversity of Auslan users in the community, including people who are deaf, hard of hearing, and hearing people such as CODAs or interpreters. Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded, for example, by glossing and the use of technology such as ELAN. Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions.

Years 7 and 8

The nature of the learners

The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. There is a need for continuity through change in relation to their language learning. Students in this pathway are continuing to study Auslan, bringing with them a capability to communicate, with some assistance, about their immediate world and the Deaf community. They have experience in analysing the major features of the language system and in considering intercultural exchanges, including their role in these. However, learners at this level may find themselves in classes that include learners with a range of previous experience with Auslan and Deaf culture. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience.

At this level, students bring a range of learning strategies to their language learning. They are increasingly aware of the world beyond their own and are engaging with broader issues of youth and society, land and environment, education and identity, while establishing a balance between increasing personal independence and social responsibilities. They are considering their future pathways and choices, including how Auslan might be part of these.

Auslan learning and use

Learners interact using Auslan in classroom routines and communicative tasks. They use Auslan to compare and contrast, sign instructions, problem-solve, make announcements, persuade, and recount experiences in increasing detail. They are able to express their feelings and emotions creatively in Auslan.

Contexts of interaction

The primary context for learning remains the Auslan class; however, there may be opportunities for interacting with deaf students from other schools and with other learners of Auslan, for example through technology and sister-school relationships. Learners may be exposed to Auslan signers from the Deaf community through visiting speakers, media and community events.

Texts and resources

Learners engage with a range of increasingly complex live and digital signed texts designed for learning Auslan in school. Authentic texts created for Deaf people, such as websites, provide extra opportunities to extend understanding of language and culture. Texts come from a range of domains or genres, such as community announcements, vlogs and stories, and serve a variety of purposes, such as informative, transactional, communicative, imaginative and expressive. The Deaf community is the most important resource for learning because it is the origin of most of the texts and communicative situations engaged with by learners.

Features of Auslan use

Learners are extending their grammatical knowledge, such as how language structures and features are used in texts. They are using more elaborate sentence structures, including conjoining clauses, and are increasingly making their texts cohesive by setting up and maintaining referents in signing space. Learners are exploring non-manual features (NMFs) and their relationship with clause types, and are beginning to use constructed action to represent multiple participants in a text. They are increasingly aware of connections between language and culture, comparing them to concepts in their own language and culture. They are learning to reflect on their own language and culture and on how identity impacts on intercultural experiences.

Level of support

Particular support is required at this stage of learning to manage the transition to secondary schooling and to encourage continued engagement with language learning. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and tasks that are more challenging. Learners require modelled language use and explicit instruction in grammatical knowledge, with comparison between English and Auslan. They need support in using dictionaries, particularly in determining base signs and choosing appropriate meanings for the context. Learners continue to access visual glossaries, charts and examples to support their receptive and productive language use. The teacher continues to provide implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, and explicit instruction and explanation in relation to language structures, grammatical functions, vocabulary and abstract cultural concepts. Learners at this level are encouraged to self-monitor, for example, by keeping records of feedback and through peer support, and to self-review and adjust language in response to their experiences in different contexts.

The role of English

Auslan is used for classroom interaction, language learning tasks and experiences, and, with support, reflection on learning. Auslan may also be used for learning new content drawn from other learning areas. English is used for analysis, comparison and reflection in relation to abstract concepts and more substantive discussion. English may also be used to research cultural issues where a source text is not available in Auslan. Learners continue to develop a metalanguage for thinking and talking about language, culture, identity and about the experience of learning and using Auslan.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Interact appropriately with people in different contexts, sharing experiences, interests and opinions about current events or school and community experience

[Key concepts: protocol, turn-taking, interaction; Key processes: socialising, comparing, turn-taking, clarifying]

(ACLASFC181)



- using signs to agree or disagree on relevant topics, such as:

AGREE YES HOMEWORK SHOULD

Yes, I agree we should do homework.

PRO1 KNOW WHAT MEAN, BUT....


I know what you mean, but ...


PRO1 DOUBT

I'm not sure.

AGREE-NOT, PRO1 THINK...

I don't agree; I think ...

 Auslan




- participating in videoconferencing exchanges with deaf children or other Auslan students from another state to compare and contrast aspects of their school and learning experiences
 - contributing to online videoconferencing with other Auslan users to compare and contrast aspects of their school and learning experiences
 - using appropriate NMFs when turn-taking, for example:
HOLD
Hold that thought.
QUICK INTERRUPT
Can I just interrupt you quickly?
WAIT....COME
Can you just wait a moment ... Right, what did you want?
 Auslan
 - clarifying meaning, for example by using fingerspelling to explain unfamiliar vocabulary, as in, PRO2 MEAN [fingerspell word]?
 - using appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish and not asking for a full recount
 - engaging with deaf visitors from different groups and backgrounds and creating a vlog about the visits
-

Engage in different processes of collaborative learning, including planning, problem-solving, task completion and evaluation

[Key concepts: design, communication, reflection; Key processes: collaborating, designing, creating, presenting, problem-solving, reflecting]

(ACLASFC182)



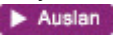

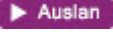
- working in pairs or small groups to design and create visual resources that promote Auslan as an important area of study
- brainstorming, planning and working together to advertise and present an intercultural event for their year-level peers
- working collaboratively to create instructional or procedural texts for younger learners
- preparing for the visit of a member of the Deaf community, discussing how to ensure effective communication between the visitor and deaf and hearing members of the class
- providing feedback on completed events or activities, exchanging reflections such as:
FIRST PRO1 DOUBT I-F WILL GO-WELL, HAVE-A-LOOK GO-ALONG GOOD
At the start, I wasn't sure it would work, but after a while I thought it went well.
PRO1 WRONG NEVER AGAIN DO SAME
I won't do that ever again.

- problem-solving around collaborative activities such as website design, science experiments or model-building, using wh- questions such as:
WHY FAIL WHY?
Why isn't it working?
WHO THINK CAN FIX?
Who thinks they can fix it?
FINISH, NEXT WHAT?
What do we do next after we finish this?

- giving directions for outdoor activities such as an obstacle course or bushwalk, including expressions such as:
HAVE DS:round-oval FIRST RUN DS:draw-line THEN STOP. NEXT CLIMB DS:climb-over DS:land-on-feet THEN CRAWL DS:crawl-under-flat-thing
There's a big oval. First you will run along one side of it. Then stop at the wall. Next you will climb over the wall then crawl under the net.


Participate in extended interactions by explaining and clarifying answers, responding to others' contributions, asking follow-up questions and observing protocols in and beyond the classroom

[Key concepts: interaction, signing space, discussion, context, environment, protocols; Key processes: responding, commenting, adjusting, contextualising]

(ACLASFC183)



- contributing to discussion and debate by expressing opinions, responding to others' perspectives and using reflective language, such as:
NEVER THOUGHT YEAH-RIGHT
Oh yeah, I hadn't thought of that before.

- responding to signed class and school announcements with more elaborated responses, for example:
YES I CAN COME-TO-YOU HELP BUT CAN-NOT THURS
Yes, I can help you with that, but not on Thursday.

- commenting on information provided by others to indicate or to clarify understanding, for example:
NOD INTERESTING
Mmm, interesting.
TRUE WHAT ABOUT...?
True, but what about ...?

- extending discussion or debate by asking follow-up questions, clarifying their own contributions or suggesting relevant comparisons
- organising standing or seated positions and 'signing space' when talking to one or more people, and adjusting the physical environment to be well-lit and without glare to enable effective communication
- adjusting styles of communication according to situation, for example, getting someone's attention for a non-urgent matter versus an emergency situation
- investigating appropriate ways to join or take leave of a group interacting in Auslan and following appropriate protocols in interpreting situations outside the classroom, for example in the playground
- sharing responsibility for providing information and context for a new participant joining a conversation

Informing

Elaborations

Collate and analyse information accessed through a variety of signed texts to present an overview or develop a position on issues or interests

[Key concepts: perspective, representation; Key processes: collating, analysing, researching, interviewing, evaluating, surveying]

(ACLASFC184)



- viewing signed texts such as media reports on activities such as deaf sports, and providing an overview of different perspectives
- researching signed texts such as magazine features, interviews or web posts to select information needed to prepare a signed presentation on a particular event or person
- interviewing a member of the Deaf community about a historical or cultural event and using information provided to create and present a signed review
- evaluating information obtained from signed media reports, posters, websites and brochures that involve different representations of deafness
- surveying friends and family members about views on learning Auslan, analysing findings in terms of variations in understanding and attitudes
- obtaining information about high-profile members of the international Deaf community to create profiles for an e-magazine

Present information on different events or experiences to inform, report, promote, instruct or invite action

[Key concepts: action, experience; Key processes: instructing, reporting, persuading, inviting]

(ACLASFC185)



- creating signed announcements to inform members of the school community about events such as a Deaf theatre performance or National Week of Deaf People
- reporting on their own and others' experiences of shared events, such as school camps, holidays or concerts
- developing a signed news report or public announcement to inform or alert an imagined audience of a recent or impending natural disaster
- providing instructions in an engaging or entertaining style to create interest in a group activity such as a maths game or signing choir
- creating digital clips or social media posts designed to persuade, inform or invite response on an issue of relevance to young people of their age

Creating

Elaborations

Interpret different types of texts that involve the expression of feelings or experiences and the representation of imagined people, places and scenarios, sharing and comparing their responses to different elements

[Key concepts: expression, manner, metaphorical iconicity;
Key processes: comparing, evaluating, describing, exploring, profiling]

(ACLASFC186)



- viewing and responding to sign poetry from around the world, for example by comparing differences and similarities in 'visual vernacular'
- recognising how a character's feelings and attitudes are expressed through NMFs and manner
- evaluating Deaf performances or art forms that use technology such as camera and lighting techniques to expressive effect, for example performances by Ian Sanborn
- describing and comparing responses to the use of colour and images by deaf artists such as Juan Fernández Navarrete or Nancy Rourke
- identifying and profiling Deaf artists who make use of music, for example members of the Deaf Performing Arts Network
- exploring how cultural values and the expression of identity are reflected in different forms of artistic expression, such as poetry performances by Walter Kadiki or John Wilson's 'Home'
- comparing visual elements of signed media texts with those of equivalent texts produced for a hearing audience, for example, the teen drama *Switched at Birth* with teen dramas from BSL Zone
- exploring the concept of metaphorical iconicity used in poems and narratives, for example by shadowing selected elements
- analysing how elements of theatre performance such as emotional nuance are communicated through interpreters in a live setting

Create and present entertaining individual or collaborative texts that reflect real or imagined people, places or experiences

[Key concepts: improvisation, diorama, role-play, theme; Key processes: creating, improvising, collaborating, re-creating, role-playing]

(ACLASFC187)



- creating a performance for a class or school talent show, such as a signed song, skit or humorous retelling of an anecdote
- participating in improvisation games, such as spontaneous responses to a stimulus, for example, *Sixty seconds to make the audience laugh, cry ...*
- working collaboratively to create a static scene or diorama using the hands and bodies of at least two signers
- playing with light and shadow as a means of highlighting handshapes and movement, for example in shadow puppet performances
- re-creating a theatre set from a two-dimensional image using signed space
- role-playing an imagined interview, incorporating elements of tension or emotion
- creating a handshake poem on a selected theme, such as friendship, home or fear

Translating

Elaborations

Translate and interpret less familiar short texts and compare their translations to those of their classmates, considering why there might be differences in interpretation and how language reflects elements of culture and experience

[Key concepts: equivalence, meaning, interpretation, culture, ethics; Key processes: translating, interpreting, comparing, paraphrasing, summarising]

(ACLASFC188)



- interpreting Auslan phrases and expressions that do not translate literally, identifying similar English expressions and considering possible consequences of lack of equivalence in terms of intercultural communication
- translating simple filmed texts in Auslan into written English captions
- sight translating short English texts such as news articles or short speeches into Auslan for review by their peers
- translating an Auslan version of a well-known text, such as a song or story, considering why some words or expressions require freer translation than others to achieve equivalence
- comparing their own translations of short texts from Auslan to English and vice versa with those of their classmates, noting any variations and discussing possible reasons for these
- interpreting very simple interactions between deaf students or guests and non-signers, such as a hearing teacher, librarian or canteen manager
- discussing the fact that some words and expressions cannot be translated and are used in their original form in other languages, and considering the impact of such word or sign borrowing on the style and effect of communication
- considering the bimodal nature of Auslan–English interpreting, and discussing the possibility for both consecutive and simultaneous interpreting of information in communicative exchanges

Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either language

[Key concepts: equivalence, bilingualism; Key processes: captioning, creating]

(ACLASFC189)



- capturing and presenting stories recorded from interviews in Auslan with members of the Deaf community, captioning the interviews in English
- captioning examples of classmates' work in Auslan, such as short stories or poems
- creating translations of song lyrics for performance in Auslan
- making a short documentary in Auslan about a topical issue, moving through the processes of drafting, translating, editing and captioning, trialling alternative captioning tools
- captioning and providing voice-over for student-generated filmed Auslan texts, such as fairytales created for a young deaf audience
- creating bilingual versions of short, simple texts such as instructions for a game or procedures for a recipe

Identity

Elaborations

Consider their own and each other's cultural experiences and ways of expressing identity and reflect on the role of Auslan in building and expressing identity for Deaf people

[Key concepts: identity, perspective, belonging, wellbeing;

Key processes: reflecting, comparing, describing, discussing, investigating, analysing]

(ACLASFC190)



- exploring how their own biography shapes their sense of identity and ways of communicating, for example by considering elements such as family origins, traditions, beliefs, practices, interests and experiences
- noticing and comparing how they use signs or expressions when communicating in English or Auslan and considering which feel closest to their sense of identity
- comparing and reflecting on how identity is expressed across cultures and languages, for example by considering the idea of 'belonging' as expressed in different languages and cultures
- discussing how their upbringing and personal experience impact on assumptions or attitudes that they bring to interactions with people who have different backgrounds or experiences, considering concepts such as communication, personality, family and community
- discussing the impact of language and culture on the shaping of identity and the sense of wellbeing
- considering connections and shared identity between local, regional and national communities of deaf people, for example by inviting a deaf guest to share their experiences of travel or international contact

Reflecting

Elaborations

Reflect on their intercultural interactions and experiences, for example by considering their responses when engaging with Auslan users or digital resources, and on how these responses reflect their own languages and cultures

[Key concepts: intercultural experience, ways of knowing and being, discrimination; Key processes: comparing, analysing, explaining, reflecting, exploring]

(ACLASFC191)



- reflecting on their interactions in Auslan and with Deaf culture, for example, through face-to-face or online interactions with other Auslan learners or deaf people, visits to Deaf community places and events or interactions with visitors to the school, analysing these experiences in terms of their previous or existing perceptions, understandings or attitudes
- analysing cultural assumptions they made prior to learning Auslan and considering if these have changed through the experience of learning the language and interacting with deaf people
- reflecting on the labels *deaf* and *hearing*, what these may mean to different people and their implications in terms of status, access, opportunity and privilege
- reflecting on the concepts of *insider* and *outsider* views of the Deaf community and on their own position as second language learners of Auslan
- reflecting and reporting on how learning Auslan provides general insights into the nature of language and culture and on how their assumptions about deaf people and ways of reading the world are changing as a result of intercultural language learning
- reflecting on general social attitudes and responses to differences in behaviours or communicative styles, such as those that characterise communication in Auslan
- reflecting on their identity as 'second language learners' and considering whether the experience of learning an additional language/culture impacts on their aspirations, career considerations or social-networking opportunities
- reflecting on how their own ways of communicating may be interpreted when interacting with deaf people, and on the need to modify elements of their behaviour, for example in relation to the use of eye contact, facial expression or body language

Understanding

Systems of language

Elaborations

Identify different types of non-manual features and characteristics of signs, including iconicity, and explore the use of software to transcribe and annotate signed texts

[Key concepts: iconicity, annotation, transcription; Key processes: identifying, classifying, glossing, annotating, transcribing]

(ACLASFU192)



- identifying, demonstrating and describing the various types of NMFs: movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body, and describing their function
- understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object
- identifying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary
- recognising that signed languages involve more iconicity because they are visual not auditory, with most referents having visual features
- identify and classify examples of spatial modifications of nouns and verbs in a video text using video annotation software, for example, ELAN
- 'reading' and transcribing glossed texts, including interpreting the markings that show how a sign is modified in space, NMFs, DSs and examples of CA

Develop knowledge of additional elements of the Auslan grammatical system, analysing indicating verbs, depicting signs and constructed action

[Key concepts: grammatical use of space, depicting signs; Key processes: understanding, distinguishing, analysing]

(ACLASFU193)



- noticing that meaning is created in Auslan from fully-lexical signs, partly-lexical signs and non-lexical CA and gesture
- recognising that signers can use locations for present referents, non-present referents, or abstract referents that do not exist in space
- recognising that nouns can be pluralised by locating them repeatedly regardless of their original location
- distinguishing between directional and locational indicating verbs
- recognising that handshape and movement represent different things in each type of DS, for example:
 - **entity DSs**: the handshape is an object or person, and the movement is the movement or location of that object or person
 - **handling DSs**: the handshape represents a person's hands touching or moving another object, and the movement shows how the hands move
 - **SASS DSs**: the handshape and movement outline the shape or size of something
- observing instances of CA in a text and discussing how it was marked

Understand and control additional elements of Auslan grammar, such as the use of non-manual features for negation or conditional forms, and understand how signers use constructed action and depicting signs in composite utterances

[Key concepts: clause types and their NMFs, composite utterances; Key processes: recognising, analysing]

(ACLASFU194)



- recognising the nature and function of word classes and understanding that the context of the sign is important and Auslan signs will not always have the same word class as an English word, for example, adjectives can act like verbs in Auslan
- recognising that signers may include linguistic and gestural elements in a clause, that is, signers can *tell*, *show* or do both simultaneously
- noticing, with support, when signers are using composite utterances, that is, those that have elements of CA, DSs, points and fully-lexical signs in the same utterance
- understanding the different functions of a range of NMFs, such as those used for questions, topicalisation, negation or conditional forms
- distinguishing between yes/no questions and wh-questions and statements and their corresponding NMFs
- recognising that clauses can be joined by conjunctions to make longer sentences and these conjunctions can be shown with separate signs, such as PLUS, or THEN or NMFs, for example by pausing between clauses
- recognising that clauses can be linked equally or unequally where one clause depends on another

Expand understanding of grammatical features and cohesive devices used in a range of personal, informative and imaginative texts designed to suit different audiences, contexts and purposes

[Key concepts: text purpose, choice, coherence; Key processes: identifying, applying, analysing]

(ACLASFU195)



- noticing that differing purposes in text creation result in differing types and amounts of signing, for example, the amount of fingerspelling used in a public lecture compared to in a private conversation
- identifying linguistic structures and features typically associated with texts such as casual conversations, for example the use of back-channels or hesitations
- applying knowledge of the choices a signer can make in texts, for example by comparing two signers' texts about the same topic and evaluating the different choices they have made in terms of enacting through DSs or CA
- analysing the effect of a signer's use of pausing in a description or information report
- noticing how signers construct cohesive and coherent texts through the use of text connectives such as BUT and G:WELL to create links between clauses

Language variation and change

Elaborations

Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change
[Key concepts: change, evolution, contact, technology; Key processes: identifying, recognising, researching]

(ACLASFU196)



- researching how BSL from the 1800s evolved into Auslan, NZSL and modern BSL, for example by finding and classifying examples from Auslan, NZSL and BSL signbanks
- understanding that while the structure of individual signs can change over time in regular ways, there is little information about this process in signed languages due to lack of historic records of signing
- understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the globe, for example, the old Auslan sign for America versus the current sign, or the ASL vehicle handshape in DSs
- identifying changes to Auslan that reflect changes in social relationships and community attitudes, for example in relation to words/signs such as DEAF^DUMB, DISABILITY, HEARING^IMPAIRED/FS:HOH, DEAF^WORLD/DEAF^COMMUNITY, HUMAM^RIGHT
- interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they noticed, such as more use of fingerspelled words, less use of NMFs and depicting signs, or the use of different signs, such as FILM (old sign), TOILET (old sign)
- recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, FS:PC, SELFIE

Language awareness

Elaborations

Understand historical and contemporary factors that impact on awareness, support and use of Auslan and its vitality in contemporary Australia, comparing it with that of other signed languages around the world

[Key concepts: influence, transmission evolution, endangerment; Key processes: researching, investigating, exploring, describing, analysing, comparing]

(ACLASFU197)



- considering the impact of international historical events such as the Milan Congress (1880) and the linguistic recognition and documentation of signed languages (1960s and 1970s) on the use of signed languages in education and deaf people's feelings of ownership and pride in their languages
- analysing the impact of migration and settlement of deaf people from the UK and other countries in Australia, on the development of Auslan
- investigating the geographical location, origins and history of deaf schools in Australia and the impact of these institutions on the transmission, use and status of Auslan
- considering the contemporary influences and pressures on Aboriginal and Torres Strait Islander signed languages and how these may affect their vitality
- describing the role religion has played in influencing Auslan in terms of usage and spread, for example, by religious orders, early Deaf Societies and Bible translation projects
- exploring the history and acceptance of signed languages and Deaf community and culture around the world, for example by creating a timeline or a research poster
- exploring multilingualism in the Deaf community, including the use of Auslan, English and other signed and spoken languages such as Irish-Australian sign language, and how and when users typically switch between languages and dialects
- investigating the use and impact of generic digital technology and specific forms of communication by Auslan users, for example, video chat, social media, SMS/texting, and NRS and VRS
- reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community and in influencing the function and nature of Auslan, for example by the introduction of new signs for temporary use in certain contexts
- exploring the role of deafblind people in the Deaf community
- investigating historical patterns of employment of deaf people in certain trades and fields of work, and the impact of these traditional employment domains on Auslan development
- considering ways that Auslan is evolving due to influences such as globalisation and the capacity for new technology to store, record and share sign languages internationally
- comparing levels of endangerment of different sign languages, such as NZSL, village sign languages, ASL, Scandinavian, South American sign languages and Auslan, for example by using UNESCO data by reviewing the iSLanDS survey findings
- understanding the challenges faced by Auslan and other signed languages due to intergenerational disjunction in

language transmission

- investigating how new or specialised language associated with domains such as technology, engineering, cooking or fashion are used but not documented in the Deaf community, and how such language impacts on language vitality
- identifying contexts and circumstances that support increased usage and acceptance of newly coined Auslan terms, for example, a workplace with several deaf employees
- recognising reasons for the shared sense of identity of sign language users and the notion of reciprocity in the Deaf community
- researching the role of the World Federation of the Deaf in mapping and monitoring the vitality of sign languages around the world and in protecting sign language diversity
- analysing ways in which Deaf people design and adapt spaces in cultural ways ('Deaf space') in order to use a visual language, for example, by eliminating visual obstacles to signed communication; using circles or semicircles for meeting and learning spaces; and using open-plan areas, lighting and window placement to maximise visual access to information, with reference to Gallaudet University's Deaf space design principles

Role of language and culture	Elaborations
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Reflect on how language use is influenced by communities' world views and sense of identity and on how language and culture influence each other

[Key concepts: culture, knowledge, value, transmission; Key processes: explaining, reflecting, exploring, analysing, comparing]

(ACLASFU198)



- exploring the nature of culture and how it is related to ways of thinking and using language, for example by comparing the cultural concept of Deaf identity with a medical model of deafness
- reflecting on ways that Auslan describes and reflects Deaf culture, comparing this to the relationship between their own hearing/background language and culture
- analysing how concepts related to cultural practices are expressed through language, for example, by identifying elements of naming systems such as the use of pointing, NMFs and name signs, as in the case of number name signs of older deaf people who attended the Victorian School for Deaf Children
- identifying and discussing core cultural concepts reflected in Auslan, such as the collective nature of the Deaf community, the importance of respect for elders and of reciprocity and responsibility, for example, how signing TAP-2h++ reflects the shared understanding of responsibility to share information and pass on knowledge, or greater use of the 'flat hand' rather than the 'point hand' and use of full titles in acknowledgements and forms of address when introducing an esteemed elder
- identifying culturally significant attitudes and beliefs conveyed through Auslan that relate to history, significant individuals, places or events, for example, frustration with the use of 'voice' in front of deaf signers can be traced to the historical oppression of signed languages
- comparing elements of communication in different contexts and exchanges that are culturally specific, such as back-channelling, the use of silence or eye contact, head nodding to indicate understanding rather than agreement, and the implications of such cultural variability in contexts such as in courts of law
- observing that concepts may be culture and language specific, for example, in relation to time and space, as in the spatial mapping for timelines in Auslan
- exploring ways in which production and affect related to the sign for COCHLEAR IMPLANT have evolved due to shifting values and perceptions within the Deaf community in relation to the implant, noting, for example, the transition from a negative affect to more neutral production of the sign

Years 7 and 8 Achievement Standard

By the end of Year 8, students use Auslan to interact and to exchange information, experiences, interests and opinions with teachers, peers and others. They initiate and maintain conversations and use strategies such as fingerspelling to replace unknown signs to support continued interaction, such as PRO2 MEAN [FINGERSPELL]? They engage in different processes of collaborative learning, including planning, negotiating, and problem-solving, using familiar and some spontaneous language, for example PRO1 AGREE-NOT, PRO1 THINK DIFFERENT. Students participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features (NMFs) for topicalisation or negation. They use appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish, not asking for a full recount when arriving mid-conversation, and providing context for a new participant joining a conversation. Students locate, interpret and analyse information from a variety of texts, such as signed announcements, interviews or media reports, using context and familiar language to work out unfamiliar meaning. They demonstrate understanding of different types of signed texts by paraphrasing, summarising and explaining main ideas, key themes or sequences of events. They interpret different types of creative and imaginative texts, such as Deaf performances or expressive art forms, describing and comparing their responses. They plan, draft and present informative and imaginative texts, linking and sequencing ideas using connectives, such as BUT, WHEN or WELL, and strategies such as repetition, stress and pausing for emphasis. They create bilingual texts to use in the wider school community, for example by captioning short stories, poems or interviews with members of the Deaf community. Students reflect on how their own ways of communicating may be interpreted when interacting with deaf people; and they modify elements of their behaviour such as eye contact, facial expression or body language as appropriate.

Students identify and describe the different types of NMFs, and understand their function and how they interact with clause type. They identify iconic signs and discuss how these match their referents, such as COMPUTER-MOUSE. They understand how handshape and movement represent different things in each type of depicting sign (DS). They identify and categorise instances of signers using spatial modifications to signs and know that signs can be iconic in a number of ways. They analyse clauses to see where signers create composite utterances with elements of constructed action (CA), DSs, points and fully-lexical signs in the same utterance. They recognise that Auslan is constantly evolving and changing, for example, by identifying changes to Auslan that reflect changes in social relationships, community attitudes and changing technology. They understand that the most unifying factor of the Deaf community is the use of Auslan. Students reflect on how all ways of language use are influenced by communities' world views and identities, for example by comparing the cultural concept of Deaf identity with the medical model of deafness.

Years 9 and 10

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 and use are influenced by peer-group dynamics, personal interests and values, and issues related to self-concept. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, and choices they make in relation to linguistic and social practices. These processes are fluid and context-responsive and impact on learners' engagement with Auslan and English language learning. Learners at this level are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They are considering their future pathways and choices, including how Auslan could be part of these. They require guidance in their learning, but are increasingly autonomous and capable of independent reflection and analysis, including of their intercultural experience of learning Auslan.

Auslan learning and use

Learners engage with a range of texts in Auslan. They participate individually and in groups in tasks and learning experiences, such as explaining or justifying positions, elaborating opinions, and giving and receiving multistep instructions. They create signed narratives and summarise and critically examine viewed texts. They participate in presentations, conversations, narration and interviews, sometimes with preparation and sometimes spontaneously. Learners acquire skills in analysing and translating increasingly complex texts.

Contexts of interaction

Learners interact with teachers and peers and members of the Deaf community in real-life situations or via online technologies. They may also encounter Auslan in the wider community, such as in the media, at film festivals or community events, or via interactions with guest speakers.

Texts and resources

Learners use a wide range of texts designed for language learning, such as teacher-generated materials and online resources, and their learning is enriched by exposure to a range of authentic texts from the Deaf community, such as websites, films or stories.

Features of Auslan use

Learners extend their grammatical knowledge and metalanguage while beginning to explore more nuanced features of Auslan. They use strategies to initiate and sustain conversations, using more elaborate sentence structures such as embedding clauses. They can identify and describe some metaphorical iconicity. They can create more detailed narratives with appropriate use of non-manual features (NMFs) to express characters and perspectives, understanding and using both character and observer space. They consider connections between language and culture, and make comparisons with their own language and culture. They consider language variation, for example through exposure to other dialects in the BANZSL family.

Level of support

While learners are increasingly autonomous during communicative interactions, continued support such as provision of rich language input and modelled language is needed to consolidate and sustain language development. The teacher provides implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, situations and learning experiences, and explicit instruction and explanation in relation to complex structures, grammatical functions and abstract concepts and vocabulary. Provision of opportunities to discuss, clarify, rehearse and apply their knowledge is critical in consolidating knowledge and skills and developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback, through peer support and self-review. They are increasingly aware of and responsible for their own learning, working independently to address their needs, for example by accessing technologies to memorise, learn and expand their language repertoire. They continue to access Signbank and use graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts. They keep records of their learning, for example through creating video journals or folios, using these to record and reflect on their language learning and intercultural experiences.

The role of English

Learners and teachers use Auslan as the primary medium of interaction in language-oriented and an increasing amount of content-oriented learning experiences. English provides a basis for linguistic and cultural comparison. English is also the medium used for expressing experiences, abstract ideas and personal views at a level beyond learners' Auslan capabilities, such as justifying a position on a social issue or exploring linguistic and cultural practices. English may be used with Auslan to conduct research projects, such as investigating social issues or cultural practices, when source materials in Auslan are unavailable. It is also used in translating, and in bilingual communication. Learners are supported to reflect on the different roles English and Auslan play in their academic work and in their conceptual development.

Years 9 and 10 Content Descriptions

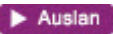
Communicating	
Socialising	Elaborations

Interact with peers at school and contacts in the wider community to build relationships, engage in debate and to discuss aspirations or social issues

[Key concepts: discussion, relationship, aspiration, convention; Key processes: discussing, explaining, justifying, elaborating, contextualising]

(ACLASFC199)



- explaining or justifying positions in discussion or debate, for example, by using space and NMFs to contrast views
- elaborating on opinions in relation to social, community or educational matters, for example, exchanging views on a newspaper article about eugenics and deaf people
- using researched information to contribute to formal group interactions, for example, panel discussions on issues such as the roles and responsibilities of interpreters
- creating hypothetical situations to contextualise a discussion or debate, for example:
PRETEND PRO2 DEAF....
Pretend that you're deaf ...
I-F PRO2 BOSS WILL CHANGE WHAT?
What would you change if you were boss?
- communicating via video calls or social media platforms using Auslan in different online contexts to build relationships and share views
- using strategies to initiate and support discussion, for example by providing the context of a conversation to a new participant:
PRO3 SAY...
She was saying that ...

- demonstrating awareness of social sensitivities or conventions, for example by using euphemistic signs or allusions, such as TOILET, BIRTH
- using complex sentence structures to discuss current affairs or to justify a position in relation to issues of interest to their group, for example, gender equity, conservation or social media

Engage in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours

[Key concepts: perspective, culture, diversity, identity, action, transaction; Key processes: making choices, negotiating, planning, promoting, transacting]

(ACLASFC200)



- managing shared learning experiences that involve differences in opinion or cultural perspectives
 - navigating multistep directions and decisions in learning activities that offer alternatives or choices, such as computer programming or theatre production
 - negotiating hypothetical scenarios involving members of the Deaf community to highlight issues associated with diversity, culture and identity, for example, experience in domains such as education or sport
 - planning and promoting cultural events such as Deaf festivals or the National Week of Deaf People
 - planning action on an issue affecting the Deaf community, such as captioning and funding support for Deaf organisations
 - organising real or simulated transactions that involve financial or service exchanges, for example, catering for a class celebration or ordering books/digital resources for the school library
-

Interact with peers and others in and out of the classroom through reflection, discussion and participation in shared experiences

[Key concepts: ideas, action, effect, discussion, culture; Key processes: making connections, reflecting, elaborating]

(ACLASFC201)



- making connections between ideas, actions and effects, using reflective language such as:
SOMETIMES POSSIBLE HAPPEN++ WHY I-F PRO2
PAST THINK-ABOUT WILL TRUE HAPPEN
Sometimes things happen because you think they will, so it comes true.
CAR CRASH BECAUSE TEXTING.
The car crashed because he was texting.

▶ Auslan

- extending their repertoire of sign vocabulary through independent use of social media and digital resources to support more extended discussion
- demonstrating culturally appropriate behaviours such as nominating themselves as interpreters in role-play interactions between deaf and hearing friends
- demonstrating culturally appropriate behaviours when engaging with unfamiliar members of the Deaf community, for example, waiting to be introduced to new people, knowing how to introduce themselves as L2 Auslan learners
- identifying and comparing learning strategies that support their Auslan learning experience

Informing

Investigate, synthesise and evaluate information from a range of perspectives and signed sources, identifying how culture and context affect how information is presented

[Key concepts: perspective, culture, context, debate; Key processes: investigating, synthesising, evaluating, summarising]

(ACLASFC202)



Elaborations

- summarising key ideas/information provided by a guest speaker and identifying how context and culture shape opinions and perspectives
- reviewing signed texts about a social or cultural issue of relevance to their peer group, and creating questions to prompt evaluative responses from their peers
- finding information from a variety of signed sources to inform class discussions on issues of current debate within the Deaf community, such as the medical versus cultural view of deafness
- researching and comparing signed information about significant movements associated with deaf rights across different times and contexts, such as the Milan Congress and Deaf President Now
- identifying excerpts of signed documentaries or signed interviews or speeches that demonstrate how culture and context affect the presentation of information
- critically analysing information contained in different signed texts produced by or about the Deaf community, identifying examples of bias and distinguishing between fact and opinion
- researching information related to topical events or issues that affect the Deaf community, for example the provision of captions across different media

Contribute to presentations, reports, reviews, discussions and debates that focus on selected social and cultural issues
[Key concepts: social and cultural issues, influence; Key processes: creating, persuading, explaining, contributing]

(ACLASFC203)



- working in groups to create multimedia texts that invite consideration of social or cultural questions, such as the medical versus cultural view of deafness
- creating persuasive texts such as vlogs or advertisements to convince others of the value and relevance of learning Auslan
- creating a video report of a significant event in Deaf history, such as the ratification of the Convention on the Rights of Persons with Disabilities to contribute to an e-book resource for other learners of Auslan
- providing appropriate explanations for a younger audience of concepts associated with other curriculum areas, such as global warming or social justice
- contributing to discussions that consider critically different perspectives on selected issues, for example, differences in views on Deaf education or the influence of social media on their lives
- creating and presenting explanations about simple biological or mechanical phenomena or processes, such as how the ear, hearing aids and cochlear implants work
- presenting a critical review of media representation, for example by analysing media profiles of respected/high-profile members of the Deaf community
- presenting a summary of information on a selected topic, for example, by interpreting graphs and statistics relating to the Deaf community, discussing findings and making predictions about future changes or patterns

Creating

Elaborations

Respond to different types of imaginative and creative texts that invite consideration of values, themes and ideas and involve different modes of expression

[Key concepts: Deaf experience, expression, cultural values, effect, emotion; Key processes: analysing, evaluating, profiling]

(ACLASFC204)



- responding to forms of Deaf art that challenge perceptions and stimulate discussion, such as the work of Christine Sun Kim or members of the Australian Theatre of the Deaf
- searching the internet for examples of work by Deaf dancers, musicians or performers of physical theatre that they find particularly effective or moving, for example, performances by Bernard Bragg, Evelyn Glennie or members of the Deaf Arts Network
- comparing responses to creative texts that present personal or controversial points of view in powerful ways, for example, Deaf slam poetry
- exploring the use of technology in Deaf art, film or performance, for example to help build mood or emotional expression
- responding to signed poems that use extended metaphor to communicate values and ideas or to express emotional experience, for example, 'Butterfly Hands' by Walter Kadiki
- reflecting on reactions of hearing audiences to deaf performances, for example by evaluating comments made by judges on reality/talent television shows
- discussing the complexity of live theatre performance interpretation and the use of deaf interpreters and consultants
- responding to animations created by or about deaf people and discussing the effectiveness of conveying all parameters of signing, for example, *The Long Knife*, or *Gallaudet: The Film* by Braam Jordaan

Creating a variety of imaginative and expressive texts that draw from elements of their own life experience or of their experience as Auslan learners

[Key concepts: improvisation, stimulus, performance, humour, tension, interpretation; Key processes: improvising, performing, role-playing, creating, interpreting]

(ACLASFC205)



- creating a piece of art such as a sculpture, collage or film clip that reflects their experience of moving between Deaf and hearing worlds
- creating a website to showcase performances that incorporate elements such as comedy, satire or drama
- creating a short film in Auslan using and explaining video techniques that are particularly appropriate for a Deaf audience
- creating a signed interpretation of a wordless animation
- selecting a signed narrative text that has an extended metaphor and reworking it to take the story in a different direction
- creating a signed poem that reflects elements of their own emotional response to particular personal experience

Translating

Elaborations

Consider the dynamic nature of translating and interpreting and the role of culture when transferring meaning from one language to another

[Key concepts: equivalence, representation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, explaining, analysing]

(ACLASFC206)



- experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion (for example, 'raining cats and dogs') and recognising the nature and function of cultural elements of communication and their impact on language use
- comparing different translations of online Auslan and English public announcements or government policy/information texts in terms of approaches to translation, for example, free versus literal translation
- using different resources, including online dictionaries and footage, to assist in translation, for example by comparing individual translations, back-translations and reviewing useful references
- viewing and discussing the quality of online Auslan translations, such as the *Catching Fire* series of safety videos
- recognising the need to sometimes recast language, and considering why one language may use more words/signs than another to communicate a particular meaning or concept, for example, Auslan uses spatial concepts or depicting signs to describe the scene of a car crash, which will take longer to explicate in a linear spoken language
- translating small chunks of unfamiliar English text such as a news update from an autocue or poster card into Auslan in consecutive mode
- providing annotated examples of translations of poems or other text types, identifying challenges involved in transferring meaning, expression, culture or mood
- translating songs, poems or short stories from English into Auslan, for example, 'I Am Australian'
- exploring the role and function of Deaf interpreters and differences between Deaf interpreters and Auslan–English interpreters
- researching aspects of available interpreting services in the area, for example, qualifications required for employment, ethical considerations, and issues of interpreting and translating in specialised contexts such as health, education, legal settings
- developing guidelines on culturally appropriate and ethical behaviour when interpreting and translating, for example explaining ways people should act in interpreting contexts, considering potential consequences of inaccurate interpreting
- role-playing interpreting in a range of contexts, for example, in a shop or at a sports match
- participating in an excursion to an interpreted theatre event, with prior knowledge of the text/story and attending to the interpretation for discussion later in class

Create glossaries and classifications in English to interpret cultural aspects of Auslan texts

[Key concepts: bilingualism, interpretation; Key processes: recording, creating, captioning]

(ACLASFC207)



- collecting and explaining to non-Auslan users expressions and culturally specific terms encountered in Auslan texts, for example, 'hearing', 'residential school'
- creating collaborative translations of Auslan texts in spoken English or captions of selected signed texts and vice versa
- collecting and recording various Auslan phrases and expressions used by native Deaf signers, attaching English captions with appropriate translations, for example, pah! = *finally*, talk = *communicate in speech or Auslan*, chat = *talk in Auslan*
- creating a bilingual virtual tour of the school for use on a school website
- developing a signed and captioned film presentation about the role of interpreters in school

Identity

Elaborations

Recognise the complex and multifaceted nature of identity and how exploration of cultural identity in relation to a different language can provide insights and different perspectives to a first culture and language

[Key concepts: identity, gender, culture, perspective, difference, representation; Key processes: analysing, reflecting, viewing, evaluating, comparing, describing, discussing, creating]

(ACLASFC208)



- using photographs or digital images to create stories using elements of identity such as gender, ethnicity, social justice, disability or difference
- reflecting on a range of filmed texts to identify examples of inclusive or exclusionary language that might impact on a person's sense of identity, for example, the representation of deaf teenagers in the TV program *Switched at Birth* or the documentaries *Welcome 2 My Deaf World* or *Deaf Teens: Hearing World*, comparing these representations to their own experiences as teenagers
- viewing and evaluating documentaries such as *Audism Unveiled* or commentaries by well-known members of the Deaf community on their sense of identity development in relation to growing up deaf, considering the impact of additional factors in individual stories, such as gender or race
- creating vlogs or filmed texts to explore aspects of Deaf/hearing identity and to encourage consideration of common views among hearing communities on Auslan and the Deaf community and to reflect on what it means to be deaf, hard of hearing or hearing
- viewing signed news and other media texts, such as episodes of *See Hear* or *SignPost*, to identify examples of discrimination, oppression or rejection experienced by deaf people, and considering how these may shape identity or affect societal perceptions of the Deaf community
- surveying deaf people about their perspectives on the significance of Deaf places that contribute to a shared sense of identity, for example, the Deaf Club, Deaf schools or sites of historic significance such as original Deaf Society/Mission buildings or other former meeting places
- making comparisons between different international Deaf communities in relation to perceptions/representations of Deaf identity and changing values of place and space, for example, the loss of Deaf clubs or closure of deaf schools, considering the implications of such changes on the development of Deaf identity
- analysing notions of 'Deaf gain', Deafhood and audism, and sharing their response to these concepts as second language learners of Auslan

Reflecting

Elaborations

Reflect on the experience of learning and using Auslan, considering how intercultural communication involves shared responsibility for making meaning

[Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination, audism; Key processes: comparing, analysing, explaining, reflecting]

(ACLASFC209)



- reflecting on how learning Auslan provides a distinctive and additional means of understanding the world in which they live
- reflecting on the relationship that exists between language, culture and issues of access, identity and audism, and considering issues of discrimination, inclusion and exclusion
- keeping a journal of their experiences (humorous, satisfying or challenging) associated with learning and using Auslan in different contexts, noting changes in their responses and reflections over time, and comparing insights gained into their own languages and cultures
- considering the layers of complexity and depth that characterise the Deaf community experience, for example in relation to implicit hierarchical structures such as deaf members of deaf families
- sharing and comparing cultural and intercultural experiences and capabilities in different languages including Auslan, and exchanging views on benefits associated with using more than one language, such as a larger repertoire of communication skills and strategies, additional insights and perspectives and opportunities for new experiences
- reflecting on the experience of communicating in a visual world and on challenges they have experienced in relying on visual cues
- considering how intercultural communication is a two-way process which involves shared responsibility for meaning-making and ensuring understanding

Understanding

Systems of language

Elaborations

Understand the perceptual and articulatory reasons for the structure of signs, consider limitations of glossing and explore how video annotation software can improve transcription

[Key concepts: iconicity, metaphor, annotation; Key processes: noticing, recognising, distinguishing, glossing, transcribing, annotating, analysing]

(ACLASFU210)



- noticing limitations on perception of signed languages, such as the more limited space for signed communication compared to space for mime
- exploring perceptual and articulatory reasons why some handshapes are more common than others
- understanding that the elements of a sign can be arbitrary (for example, the handshape or movement of the sign WHY) or meaningful, such as the movement and the handshape in the sign GIVE
- beginning to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST, and discussing how it relates to metaphors in English, for example the 'time as space' metaphor in both languages
- applying knowledge of iconicity in signed languages, for example how the path movement of a verb can be a metaphor for the timing of an action, for example PRO1 WAIT_{-for-a-long-time} PRO2, observing that English can do the same with changes to the length of phonemes, for example, / *screeeeeeaaaaamed!*
- evaluating video annotation software such as ELAN as a tool to assist in the transcription and analysis of signed languages
- glossing a text, including identifying which signs are used, and transcribing DSs and periods of CA

Understand and use signing space, including making distinctions between character and observer space for constructing different types of texts

[Key concepts: character and observer space, depicting signs, constructed action; Key processes: contrasting, analysing]

(ACLASFU211)



- recognising that signers can set up referents in the signing space as if they are part of that space (character space, for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table) or as if they are outside it (observer, for example, using 5claw in two locations to represent two houses)
 - appreciating the possible production of reciprocal forms of some indicating signs, such as LOOK, GIVE, INVITE
 - independently identifying instances of DSs and their type
 - analysing a video of a signed narrative and identifying where and how signers are using CA, for example by eye gaze change
-

Understand and describe complex grammatical structures combining depicting signs, constructed action and various clauses for a range of language functions, such as interaction, narration or description

[Key concepts: clause structure, clause conjunctions, reference; Key processes: applying, noticing]

(ACLASFU212)



- recognising signs that function as interjections or discourse markers
- understanding the difference between definite and indefinite reference and how Auslan shows this distinction
- noticing how to use modal verbs and NMFs to express possibility, obligation and ability (MIGHT, SHOULD)
- recognising that conditional forms have a main and dependent clause and associated NMFs
- identifying coordinated clauses showing causation and describing how it is shown, for example:
PRO3 STUDY_{-hard} BECAUSE WANT EXAM MARKS GOOD
- recognising how emphasis in sentences can be changed by reordering clauses or parts of clauses
- recognising that the presence of CA or DSs affects how a clause is structured

Explore the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text

[Key concepts: audience, choice, conventions, cohesion; Key process: analysing, identifying, explaining]

(ACLASFU213)



- analysing specific types of text by identifying characteristic language features
- analysing a videoed class debate to see how language is used to justify opinions and persuade others
- conducting an in-depth analysis of a selected sign text, taking into account audience, purpose and topic to explain language choices made by the signer
- noticing how grammatical choices can shade meaning, determine perspective and establish relationship, for example the effect of choosing to be more or less English-like
- expanding understanding of textual conventions, for example by explaining why signers choose alternatives to actor-verb-undergoer in a real text to topicalise an important point
- noticing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space
- analysing the ways in which Auslan uses NMFs to link clauses and achieve textual cohesion

Language variation and change

Elaborations

Investigate and analyse the nature of and community attitudes to variation in the use of Auslan

[Key concepts: standardisation, contact, evolution, flexibility, variability; Key processes: recognising, investigating, researching, analysing, considering]

(ACLASFU214)



- recognising that there is a greater degree of flexibility and variability in 'oral', face-to-face languages such as Auslan compared to spoken/written languages passed on from parents to children, for example, less standardisation and minimal 'frozen texts', and considering reasons for such differences
- researching different aspects of variation in the use of Auslan, considering influences such as geographical location, social groupings, history, educational experience, age of learning, family background and contact with Signed English or other languages
- debating the merits and disadvantages of creating a standard form of Auslan, for example the benefits of mutual comprehensibility versus the practical problems involved in who decides on the standard and how to get signers to comply
- considering the effect that expanding sign language interpreter services might have on standardising Auslan, especially in the areas of education and medicine.
- noticing ways people might adapt language according to situation of use, such as when signing to a large audience, the use of one hand or two, clarity of sign production, size of signing space, pace, NMFs, pauses and amount of fingerspelling
- considering how Auslan has been influenced by the use of Signed English in education settings (especially from the 1970s to 1990s) and cultural attitudes towards Signed English

Language awareness

Elaborations

Investigate and compare the nature and status of Auslan and other signed languages, considering issues such as language and education policies, language rights, representation and processes of language preservation and language building

[Key concepts: policy, rights, representation, status, expansion; Key processes: researching, comparing, investigating, analysing, explaining]

(ACLASFU215)



- identifying historical events, government policies and educational initiatives that have impacted on the status of Auslan and the identity of the Deaf community, such as ALLP, DDA, the mainstreaming of deaf students
- researching the nature of International Sign, including its relationship to national signed languages and its use by deaf people
- exploring how deaf people around the world build shared group identity, for example through gathering formally as national and international communities through activities such as Deaf film festivals, performing arts or sporting events such as Deaf Way, Australian Deaf Games, Deaflympics, and how these contribute to language building, language preservation and greater awareness of signed languages
- analysing subjective measures of language vitality, such as societal attitudes towards Auslan or the perceived strength of the language identity group, and identifying challenges facing Auslan in terms of societal attitudes, provision of resources, access, education systems and social networks
- analysing the status and use of Aboriginal and Torres Strait Islander signed languages and comparing these to Auslan
- appreciating the impact of the use of Auslan in settings such as education, health care and different workplace settings in terms of the evolution of the language and specialised terminology
- analysing representations of deaf people and sign language in the Australian media and wider community, making comparisons with representations of other languages and cultures
- exploring the role of the Deaf ecosystem in language and cultural maintenance
- investigating how Auslan and Deaf culture are promoted in the wider community, for example, through the influence of organisations such as Deaf Australia, of high-profile individuals such as activists or actors and of events such as NWDP Deaf Festival, Australian Deaf Games or Deaf art exhibitions
- considering how processes of language building and evolution may expand existing Auslan linguistic and cultural resources in the Australian community
- investigating programs and initiatives that maintain and strengthen Auslan use, such as school language programs; bilingual education and research programs; recording, archiving and documentation of the language; and the establishment of websites and databases
- appreciating the importance of documenting and promoting Auslan in raising community awareness of the richness and value of signed languages
- recognising that Auslan requires maintenance, development and documentation, considering historical and contemporary circumstances which have either contributed to or impeded these processes, for example the use of technology such as ELAN for capturing and

documenting the language

- considering domains where Auslan may grow in the future, and contributing to localised Auslan signbanks on specific topics, for example, creating a bank/dictionary of signs used by deaf students and interpreters in Year 9 Science
- researching the status and recognition of signed languages in other countries, for example, New Zealand, the USA, the UK, the Scandinavian nations, considering issues such as language rights, documentation and development efforts
- identifying the changing status of sites of significance in different international Deaf communities, for example, the loss of Deaf clubs or closure of deaf schools in some countries, comparing this to the Australian context, and reflecting on the implications of these changes over time for the Deaf community and for the status of Auslan
- recognising different philosophical and social views about deafness, considering the impact of varying attitudes on a deaf person's understanding of their rights and how they are represented and perceived in wider society
- explaining the influence of other signed languages such as BSL, ISL and ASL on Auslan over different periods of time and in different domains of language use, and discussing reasons for such influence
- looking at style shifts in domains where English is in closer contact with Auslan, such as the use of more English-like structures in educational settings
- discussing the concept of 'language health' and how it applies to Auslan, for example by designing a chart of relevant factors such as status (social, economic, historical), demography (number and distribution of users) and institutional support (media, government, education, religion, industry, culture)

Role of language and culture

Elaborations

Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other and that their relationship changes over time and across contexts

[Key concepts: knowledge, value, transmission; Key processes: reflecting, exploring, analysing, comparing]

(ACLASFU216)



- analysing language used in pathological and sociocultural models of deafness, and the impact that each model, the philosophy that frames it and the language used to express it may have in regard to services for deaf people
- appreciating the complexity of the relationship between language and culture, for example by discussing distinctions between Deaf cultures and other cultural minorities, such as the fact that most deaf people are born to hearing parents and typically access and experience Deaf culture through communicating with peers and other Auslan users in and out of school, in addition to their cultural experience in their families of origin
- recognising the cultural significance of symbols and language features used in Auslan, for example the use of *light* and *darkness* in stories, poetry and performance, as in stories featuring gaslight
- considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, such as changing signing space and style, using indirect language such as signing lower or under the table, or fingerspelling instead of signing overtly
- understanding that Auslan plays an important role in the expression and maintenance of Deaf culture, that each deaf person has the right to learn and use Auslan as part of their birthright, along with their membership of the Deaf community, and that they become custodians and owners of the language
- appreciating the cultural value and importance of festivals and events in the Deaf community, such as NWDP, as celebrations of language, history, culture and identity
- understanding that sign language literatures recount significant journeys and events associated with the beginnings of Deaf education and the development of Deaf communities, and that they embody history and values of Deaf culture, for example, the Gallaudet and Clerc meeting or US Civil War stories that validate and reference shared Deaf identity, culture, language and experience
- recognising that Auslan signs change over time due to shifting cultural values and experiences, for example, the modification of the sign for APPRENTICE to refer to TAFE, and shifting values around the sign DEAF^DEAF as the sign for DEAF (culturally Deaf reference for deaf-mute) and unsuccessful attempts to reframe this with an audiological focus

Years 9 and 10 Achievement Standard

By the end of Year 10, students use Auslan to build relationships and to initiate, sustain and extend interactions with teachers, peers and contacts in the wider community. They engage in debate and discuss aspirations and social issues, explaining and justifying positions and elaborating opinions using expressions such as NEVER THOUGHT YEAH-RIGHT. Students use strategies to support discussion, such as self-correction, rephrasing or elaborating if not understood. They use smooth and fluent fingerspelling. They use spontaneous language to participate in activities and learning experiences that involve collaborating, planning, organising, negotiating and taking action. They use modal verbs and non-manual features (NMFs) to express possibility, obligation and ability, such as PRO1 MAYBE SEE THAT MOVIE or PRETEND PRO2 DEAF.... Students use culturally appropriate norms, skills and protocols when engaging with and learning from Deaf people and the Deaf community, for example, waiting to be introduced to new people and knowing how to introduce themselves as second language Auslan learners. They analyse, synthesise and evaluate information from a range of signed sources, summarising key ideas and specified points of information. They predict the meaning of unfamiliar signs and expressions from context and their knowledge of depicting conventions. They compare responses to creative texts such as Deaf poetry, Deaf art and signed narratives. Students demonstrate understanding of Auslan and Deaf culture, for example by preparing and delivering presentations or signed narratives on social and cultural issues, community initiatives and lifestyles. They build cohesion and complexity in texts by using fully-lexical connectives such as IF, THEN and/or NMFs to link clauses. They use constructed action (CA) to show different points of view. Students demonstrate culturally appropriate and ethical behaviour when interpreting and translating texts and consider potential consequences of inaccurate interpreting. They describe how they feel and behave when communicating in a visual world, for example by discussing how the experience fits with their sense of self. They reflect on the role of Auslan in connecting and building Deaf identity.

Students recognise and explain different ways that signers represent signing space, such as character or observer space. They understand and use depicting signs and CA in complex ways to create composite utterances. They investigate variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, the age of learners, family background and degree of contact with Signed English or other languages. They make comparisons between the ecologies of Auslan and those of signed languages in other countries, taking account of issues such as languages policy and rights, advocacy, language reform and language vitality. They identify factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs. Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.

The Australian Curriculum Languages - Auslan Second Language Learner Pathway - Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Learners are beginning their study of Auslan and typically have had little prior exposure to the language or to the Deaf community. Many will have learnt an additional language in primary school, and some have proficiency in different home languages, and consequently bring existing language learning strategies and intercultural awareness to the new experience of learning Auslan.

Skills in analysing, comparing and reflecting on language and culture in both English and Auslan are mutually supportive. The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. They may need encouragement to take risks in learning a new language at this stage of social development; and to consider how the experience impacts on the sense of 'norms' associated with their first language and culture.

Auslan learning and use

Learners are encouraged to watch and sign Auslan in a range of interactions with the teacher and with each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression and concrete materials. Learners respond with a mix of Auslan and conventional and unconventional gestures and fingerspelling, as they use all available resources to make meaning and to express themselves.

Learners in this band engage in a range of activities in Auslan and share ideas about the language. They use well-known phrases in Auslan to participate in classroom routines, presentations and structured conversations with their teacher and their peers.

They build vocabulary for thinking and talking about school and personal topics. Language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt. Learners follow instructions, watch stories and participate in creating short texts on topics relevant to their interests and enjoyment, such as family, friends, favourite activities or food. They recount experiences, interact with visitors, follow directions, negotiate roles in a group and retell important information.

As they adjust language use to suit different purposes, contexts and situations, learners notice how culture shapes language. They work collaboratively and independently. They focus on the different systems that structure language use, such as sign modification, clause and text structure, and vocabulary, and reflect on their experience as Auslan learners and users. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.

Contexts of interaction

The Auslan classroom and interactions with deaf peers or adults in their school or local environment are the primary contexts for language and culture experiences. Learners also have some access to the wider Deaf community and to various resources through virtual and digital technology. The familiarity and routine dimension of the classroom context provide scaffolding and opportunities for language practice and experimentation. Language development and use are incorporated into structured collaborative and interactive learning experiences, games and activities.

Texts and resources

Learners work with a range of published texts designed for language learning, such as videos or websites, as well as teacher-generated materials. Authentic texts from different sources provide opportunities for discussion and analysis of the relationship between communication and culture. Learners become familiar with ways of recording Auslan, through either film, photos of signs, line drawings of signs or simple symbols.

Features of Auslan use

Learners in Years 7 and 8 are able to produce all handshapes, movements and locations of single signs. They can independently produce simple positive and negative statements with some time marking, and use plain verbs, indicating verbs modified for present referents and simple and familiar depicting verbs. They describe familiar objects, animals or people using lexical adjectives and some SASS depicting signs. They depict the movement of people, animals and means of transport, using an appropriate classifier handshape in a depicting sign. They explore the expression of emotions through NMFs, and begin to use NMFs for grammatical purposes in modelled language. They use simple constructed action and handling depicting signs to show the characteristics and actions of an animal or a person. They learn that verbs can be modified spatially to express relationships with participants, and that space is used meaningfully in Auslan.

As learners learn to adjust their language to suit different purposes and situations, they begin to understand how culture shapes language use. They compare how they feel when they use different languages and how they view different languages and people who use them. This introduction to the meta dimension of intercultural learning develops the ability to 'decentre', to consider different perspectives and ways of being and to become aware of themselves as communicators and cultural participants.

Level of support

Learning at this level is supported by rich and varied language input and by the provision of experiences that are challenging but achievable. Support includes scaffolding, modelling and monitoring; frequent revision; and explicit instruction, description, and comparison of Auslan and English. Teachers model language use and examples of texts, and provide feedback and review student work to support the interactive process of learning. Learning experiences incorporate implicit and explicit form-focused language learning activities and examples of texts and tasks. Learners are given support and opportunities to practise using dictionaries, especially Signbank, and to access word charts, vocabulary lists and examples when translating and creating texts. Support is also provided through visual and tactile materials, such as pictures, objects and charts, and through the use of conventional gestures. Learners rely on modelled language and scaffolded tasks to create their own texts, for example, choosing signs to complete sentences or using pictures to sequence a story that has been told to them.

The role of English

Learners are encouraged to use Auslan whenever possible, with the teacher providing rich and supported language input. Auslan is used for classroom routines and language learning tasks and may be used as the language of instruction for learning content of other learning areas. The language of response varies according to task demands, with Auslan used primarily for communicating in structured and supported tasks.

English is used as a medium of instruction and for explanation and discussion, or in areas from the Understanding strand. This allows learners to talk about differences and similarities they notice between Auslan and their first language(s) and culture(s), to ask questions about language and culture, to consider how they feel when they see or use Auslan and how they view different languages and the people who speak them. This introduction to the meta dimension of intercultural learning develops the ability to consider different perspectives and ways of being. English may also be used to research cultural issues where the source text is not available in Auslan.

Years 7 and 8 Content Descriptions

Communicating

Socialising


Interact with peers and teachers to exchange information about self, family, friends and interests and to express feelings and preferences

[Key concepts: self, family, friends, interests, preferences, feelings; Key processes: interacting, describing, comparing, stating, explaining]

(ACLASFC217)



Elaborations

- exchanging greetings, wishes, thanks and apologies, adjusting language to suit the situation, for example:
HOW-ARE-YOU? SEE LATER, GOOD-LUCK, THANKS, SORRY INTERRUPT
- describing and comparing people and objects using SASS depicting signs, for example:
POSS1 MATH TEACHER TALL DS:long-wavy-hair
My maths teacher has long wavy hair.
SCHOOL UNIFORM HAVE DS:long-thin-tie
The school uniform has a long thin tie.
- comparing routines, interests and leisure activities, using, for example, adverbial phrases of time, frequency and place, such as:
REGULAR SUMMER PRO1-plural GROUP-MOVE-TO BEACH STAY++ THREE WEEK.
We go to the beach for three weeks in summer.
WEEKEND PRO1 GO-TO-AND-BACK++ CAMP
I go camping on weekends.

- stating likes, dislikes and preferences using associated NMFs, for example:
PRO1 LIKE WATERMELON. DON'T-LIKE ORANGE
I like watermelon; I don't like oranges.
ART MUSIC? RATHER ART
I prefer art to music.
- introducing themselves and their family members and explaining relationships using personal and possessive pronouns, for example:
HAVE ONE SISTER ONE BROTHER
I have a brother and a sister.
THAT BABY HER SISTER
That baby is her sister.
- asking and responding to questions about a familiar topic, such as a shared school experience, for example:
PRO2 LIKE AUSLAN?
Do you like Auslan?
PRO2, SUBJECT WHAT STUDY WHAT?
And you, what subjects do you study?
SCHOOL LIKE YOU?
Do you like school?

Collaborate with peers to plan and conduct shared events or activities such as presentations, demonstrations or transactions

[Key concepts: participation, collaboration, negotiation; Key processes: participating, organising, reviewing, transacting]

(ACLASFC218)



- participating in games and activities such as enacting scenarios involving being lost and asking for or giving directions
 - following and giving instructions in groups on topics such as how to use video chat, Signbank or Auslan dictionaries
 - working collaboratively on learning activities that involve organising, negotiating and prioritising tasks, for example, in devising an activity or game for the class
 - working collaboratively on tasks that involve assigning and reviewing roles and responsibilities, offering feedback, support and encouragement, for example:
PRO2 TYPE PRO1 WRITE
You type and I'll write.
GOOD TYPING_{-hard} WORK_{-hard}
Great typing up; looks like lots of work.
G:FLOP-HAND DOESN'T MATTER NOT WORRY
Oh, it doesn't matter, don't worry about it.
 - giving, accepting or declining invitations, including making excuses to avoid causing offence or embarrassment, such as:
SORRY PRO1 STUCK, BASKETBALL TRAINING
Sorry, I can't go because I have basketball training.
 - participating in hypothetical scenarios that involve transactions, for example, preparing for or participating in a Deaf World workshop
-

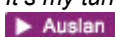
Communicate appropriately and clearly with the teaching team and peers using appropriate Auslan protocols for classroom interaction

[Key concepts: protocol, attention, instruction; Key processes: responding, gaining attention, back-channelling, agreeing/disagreeing]

(ACLASFC219)



- following classroom protocols specific to an Auslan context, such as:
 - responding to flashing lights and waving for class attention
 - tapping, pointing and waving for peer attention
 - maintaining eye gaze
 - back-channelling such as nodding
 - limiting the use of voice
 - maintaining a clear line of sight
- following and using classroom language such as instructions for class routines, for example:
PLAY GAME. PLEASE STAND UP
We're going to play a game; please stand up.
LOOK-AT_{me} PRO1
Eyes to the front.
PLEASE WITH-2++
Please find a partner.
- using language to facilitate clear communication, such as asking for help or permission, for example:
PLEASE HELP_{me}?
Can you help me, please?
G:HANDS-UP PLEASE PRO1 NEED TOILET
Can I go to the toilet please?
- showing agreement/disagreement, for example, respectful manner, for example:
AGREE YES or PRO1 AGREE
Yes, I agree.
PRO1 KNOW WHAT MEAN, BUT...
I know what you mean, but ...
DOUBT
I'm not sure.
AGREE-NOT
I don't agree ...
- indicating understanding, for example by nodding, or signing SURPRISE, or KNOW++
- apologising and thanking, for example:
THANK-YOU HELP_{me}
Thank you for helping me.
SORRY PRO1 FORGOT
I'm sorry; it was an accident.
- asking for repetition or clarification, for example:
PLEASE SLOW SIGN
Could you sign that slowly please?
PRO2 SAY BEFORE WHAT?
What did you just say, sorry?
- negotiating turn-taking, for example:
PRO1 FIRST YOUR-TURN
It's my turn first, then your turn.



Informing

Elaborations

Identify gist and some points of factual information from a range of signed texts about familiar topics and use the information in new ways

[Key concepts: information, data, summary, procedure; Key processes: gathering information, summarising, sequencing, identifying]

(ACLASFC220)



- gathering information from their peers in relation to their interests and preferences or home and school routines and summarising findings in formats such as tables or graphs
- observing informative signed texts such as weather reports or simple public announcements about events and celebrations, identifying key points of information to exchange with a partner in a barrier/information-gap game
- collecting information from signed texts about people, time or activities and using the information in new ways, for example, by creating a timeline, diary or timetable to show a sequence of activities
- viewing and following procedural signed texts such as cooking demonstrations or craft activities
- watching/viewing a signed text and identifying specific points of information such as locations, for example, by labelling key locations on a school map
- viewing and responding appropriately to simple class and school announcements and directions
- watching short Auslan texts about topics such as hobbies or sports, and recording key points of information using tables or graphic organisers
- paraphrasing content of selected community texts, such as public service or promotional announcements on the Deaf Emergency Info website




Present and explain factual information about a range of topics of interest



[Key concepts: routine, report, explanation, procedure; Key processes: describing, reporting, signing, instructing]

(ACLASFC221)



- describing in the correct sequence home and school routines such as weekend activities or their school timetable
 - reporting to the class about a shared school event, such as Deaf Sports Day or a school camp
 - creating signed texts to explain a hobby or interest, using visual supports such as photos or props
 - presenting descriptions of items of school equipment such as those used in woodwork, science or sports, and giving simple signed explanations of how they work
 - instructing the class in a procedural text such as a simple recipe or instruction guide, using list buoys
 - sharing selected points of information from their home or local community, such as family traditions or cultural events, conveying key points of information from visual infographics or diagrams
 - working in groups to create an informative video or display about their school
 - assembling an information pack about their school to support newly arrived deaf students, including a signed glossary of key people and places and simple directions to navigate the school
 - explaining a favourite game that can be played in Auslan or English, highlighting key Auslan terms and supporting information with pictures, gestures and demonstrations
-

Creating	Elaborations
<p>Engage with different types of creative texts, identifying and discussing ideas, characters, events and personal responses [Key concepts: imagination, play, character, performance, visual text, representation; Key processes: viewing, responding, participating, comparing, shadowing, mimicking]</p> <p>(ACLASFC222)</p> 	<ul style="list-style-type: none"> participating in Auslan games and activities using simple clauses in creative ways, for example, 'Sign Circle', or passing on a sign shape, for example a rectangle is signed as a door then by the next person as a jewellery box and the next person as a computer keyboard, and so on viewing creative Auslan stories, poems and theatre performances and identifying ideas, characters and events, for example, by accessing Auslan Storybooks, and work by the Australian Theatre of the Deaf viewing and responding to creative visual texts such as handshape art and art produced by and about Deaf people, Deaf culture or signed languages, for example, paintings by Nancy Rourke and animations by Braam Jordaan comparing different versions of imaginative signed texts and indicating which they prefer, for example, different Auslan versions of 'The Timber Joke', or fairytales viewing and comparing personal responses to representations of deaf people in different creative texts, performative or entertainment texts, for example, reality television shows with deaf contestants or participants responding to signed poems and 'visual vernacular' descriptions of a character's appearance by shadowing, mimicking and drawing, for example, work by Frédéric Vaghi responding to performances of Deaf poetry that evoke emotions such as sadness, fear or excitement, for example by indicating enjoyment or different personal feelings
<p>Express imaginative ideas and visual thinking through the use of familiar modelled signs, mime, gestures, drawing and visual supports, with a focus on emotions, appearance and actions [Key concepts: game, animation, creativity, emotion; Key processes: depicting, collaborating, creating, re-enacting, reinterpreting]</p> <p>(ACLASFC223)</p> 	<ul style="list-style-type: none"> participating in games and imaginative activities that involve representation of the appearance, characteristics and relationships between different people, animals or objects working collaboratively to create and present signed skits or poems to entertain younger learners re-enacting short stories or wordless animations that include two characters and their interactions through the use of constructed action reinterpreting creative texts for specific effect, for example by changing emotions or movements through the use of NMFs and manner using 'visual vernacular' to create and enact a short scenario about an imaginary character and a particular object, using SASS, entity and handling depicting signs and constructed action creating amusing sequences of signs using a fixed handshape, such as the index finger 'point': PRO2 THINK PRO1 SHY? <i>Do you think I'm shy?</i> 

Translating	Elaborations
<p>Translate and interpret short texts from Auslan to English and vice versa, noticing which concepts translate easily and which do not</p> <p>[Key concepts: equivalence, meaning, interpretation, translation; Key processes: translating, interpreting, identifying, comparing, paraphrasing, summarising]</p> <p>(ACLASFC224)</p> 	<ul style="list-style-type: none"> recognising that every language uses words or signs to make meaning identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet identifying and comparing key signs and words in Auslan and English versions of familiar texts such as short stories or fairytales on the Auslan Storybooks website, noticing how signs can convey rich, multilayered meaning which might not have a direct match in English shadowing a story in Auslan as a pre-interpreting skill, noticing which phrases and concepts need more unpacking demonstrating the use of Signbank, for example by using it to look up various meanings of the word 'run', comparing variations in signs for the concept in different contexts, and using it to translate Auslan into English and vice versa translating simple filmed texts in Auslan into written English captions sight translating short English texts such as news articles or short speeches into Auslan for review by their peers considering the bimodal nature of Auslan–English interpreting and discussing the possibility of consecutive and simultaneous interpreting of information in communicative exchanges
<p>Create bilingual texts and learning resources to use in the classroom</p> <p>[Key concepts: translation, meaning, transcription, bilingualism; Key processes: translating, captioning, recording, creating]</p> <p>(ACLASFC225)</p> 	<ul style="list-style-type: none"> creating English captions for short recorded phrases in Auslan creating digital glossaries of new sign vocabulary, which can be used to share their personal learning with family members recording and transcribing into English some simple Auslan 'identity stories' filmed with members of the Deaf community captioning examples of classmates' work in Auslan, for example, simple short stories creating translations of song lyrics for performance in Auslan translating short, simple written or spoken texts into Auslan, for example, instructions for a game or procedures such as recipes
Identity	Elaborations

Demonstrate understanding of the nature of identity in relation to themselves, the Deaf community and the wider hearing community

[Key concepts: identity, community, similarity, difference; Key processes: comparing, identifying, viewing, exploring, discussing, surveying, analysing]

(ACLASFC226)



- using visual representations such as concept maps, posters or captioned slide presentations to identify groups that they each identify with, for example, friends, family, sporting, interest and community groups, discussing how these group associations contribute to their sense of identity
- discussing how their upbringing and personal experience impact on assumptions or attitudes that they bring to interactions with people who have different backgrounds or experiences, considering concepts such as communication, personality, family and community
- noticing and comparing their own and each other's ways of communicating and interacting, identifying elements that reflect cultural differences or influences of other languages
- viewing a series of Auslan identity stories, such as those found in the Griffith University *Introduction to Deaf Studies Unit 1* set, comparing their experiences to those described by deaf children and adults in the footage
- investigating the identity of deafblind people and their connection to the Deaf community by inviting deafblind guests into the classroom to share their personal journeys
- exploring ideas about identity through journal writing, documenting challenges and rewards related to second language learning and identity change
- analysing ways in which Deaf people design and adapt spaces in cultural ways ('Deaf space'), for example, by eliminating visual obstacles to signed communication, using circles or semicircles for meeting and learning spaces, using open-plan areas, lighting and window placement to maximise visual access to information, for example, Gallaudet University's deaf space design principles
- surveying deaf people about their experiences and perspectives on the importance and significance of Deaf places that contribute to a shared sense of identity, for example, the Deaf Club, Deaf schools or sites of historic significance such as original Deaf Society/Mission buildings or other former meeting places
- identifying and researching Deaf community identities associated with significant historical places, such as William Thomson establishing the first deaf school in WA

Reflecting

Elaborations

Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar to or different from their own language(s) and forms of cultural expression

[Key concepts: language, culture, similarity, difference, communication; Key processes: describing, discussing, examining, reflecting, noticing]

(ACLASFC227)



- describing how it feels to use Auslan to communicate, or to watch Auslan being used by others, for example by responding to prompts such as *What are the main differences you notice when observing conversations between hearing people and deaf people?*
- discussing changes or adaptations they have to make to their communicative style when using Auslan, for example waiting until they have a deaf person's visual attention before signing to them, and maintaining eye contact
- examining similarities and differences between ways of communicating in Auslan and in Australian English in different social situations, for example, in relation to ways of greeting/leave-taking, introducing people and using body language, facial expression and eye contact
- reflecting on the need for sustained eye contact when using Auslan in order to understand a message and before teacher instructions can proceed
- noticing differences in forms of address in signed and spoken languages, for example, not using a person's name when signing directly to them, unlike in Australian English
- examining general misconceptions held by hearing people about deaf people, Auslan and Deaf culture, for example, that all deaf people can hear with hearing aids, or that deaf people may not drive
- reflecting on and providing possible explanations for assumptions deaf people might have about hearing people or about spoken languages

Understanding

Systems of language

Elaborations

Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features, and look at the link between signs and their referents in terms of iconicity

[Key concepts: handshape, orientation, movement, location, hand dominance, iconicity; Key processes: identifying, noticing, recognising, comparing, understanding]

(ACLASFU228)


- realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming
 - identifying a sign's handshape and its orientation, for example, COCKATOO (hs:5, palm left) and SOCCER (hs:fist)
 - identifying and demonstrating signs with a change in handshape, for example FIND or BEST
 - identifying and demonstrating signs with a change in orientation, for example CAN-NOT or HOW
 - noticing the path movement of a particular sign and identifying signs associated with the major types of path movements, for example, THROUGH (forwards) or FULL (down to up)
 - noticing the five major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), TALK (hand) and ONE (signing space)
 - thinking of body-anchored signs, such as HEAD or WHY, and signs that are not body anchored, such as HAVE or STOP, and recognising that non-body anchored signs can be located in space around the signer
 - understanding that NMFs can also be an element of a sign and can show emotional states such as a happy expression, or grammatical information, for example, a frown to mark a negative, and identifying examples of NMFs in a text
 - noticing that in a stretch of connected signing a sign will often be produced differently to the way it is shown in a dictionary
 - distinguishing between single, double and two-handed signs, and identifying which hand is dominant and which is non-dominant in two-handed signs
 - noticing that in signed languages meaning can be expressed through whole signs or through fingerspelling
 - comparing iconic signs that provide visual images of referents, such as DRINK, ELEPHANT with English words that map to the sound images of the referents, such as animal noises, or words for sounds such as *bang* or *woof woof*
 - identifying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary
 - experimenting with different methods of capturing signed languages, such as: a class-invented script, drawing pictures, videoing, English glosses or ASL-phabet
-

Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space to show participants in a process

[Key concepts: signing space, pointing, verb modification to show who, depicting signs; Key processes: noticing, identifying, recognising, describing, comparing, distinguishing]

(ACLASFU229)



- describing the range of signing space in normal signed discourse
 - recognising that non-body-anchored nouns can be located in space and identifying instances of this
 - comparing and contrasting Auslan and English pronouns, in particular noticing that Auslan pronouns don't show gender but they can show location and a specific number of referents, for example, WE2 (inclusive) and WE3 (inclusive) or WE2-NOT-INCLUDING-YOU (exclusive)
 - discussing the functions of different pointing signs, such as pronouns, determiners, locatives
 - noticing that enacting a role or modifying the beginning and end locations of some verbs can show the referents involved, for example:
PRO1 ASK PRO3 versus PRO1 ASK_{-her}
PRO3 ASK_{-me} CA:I-was-shocked
-  Auslan
- identifying what sorts of things can be represented in a DS by a particular handshape, for example a distant person, pole or tree can be represented by a point handshape, and a cylinder can be traced by a C handshape
 - identifying examples of DSs in an Auslan text, and recognising that handshape and movement represent different things in each type of DS, for example:
 - *entity DSs*: the handshape is an object or person, and the movement is the movement or location of that object or person
 - *handling DSs*: the handshape represents a person's hands touching or moving another object, and the movement shows how the hands move
 - *SASS DSs*: the handshape and movement outline the shape or size of something

Recognise and use elements of clause structure, such as noun groups/phrases or verb groups/phrases and using conjunctions to join clauses

[Key concepts: sign class, noun and verb groups, conjunctions, clauses, sign order; Key processes: recognising, observing, distinguishing, understanding]

(ACLASFU230)




- categorising noun signs into those for people, animals, places or things
- learning that proper nouns can have a sign name or be fingerspelled
- recognising different nouns in clauses, including those that are shown with a pointing sign, such as GIRL READ versus PRO3 READ, or VISIT FRIEND versus VISIT PRO3
- knowing that adjectives describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD)
- recognising that a noun group is a group of signs that relate to a person, place or thing that can include elements such as adjectives or numbers
- recognising that expanding a noun into a noun group enriches meaning
- identifying verb signs (SIT, EAT, FEEL, WONDER, HAVE) and recognising that they are central to a clause
- noticing there is no verb 'to be' in Auslan, which is a significant difference to English
- exploring different semantic types of verbs in a text, for example by showing how:
 - *doing* (WALK, WRITE) and *saying* (TELL, CALL-OUT, ANNOUNCE) verbs in narrative texts give information about a characters' actions
 - *sensing* (SEE, THINK) or possessing (THAT'S-TYPICAL-OF-THEM, OWN) verbs indicate what characters think, feel or own
- *relating* verbs identify or describe a noun (for example, HAVE in PRO3 HAVE LONG-HAIR)
- noticing that some signs modify the meaning of verbs, such as READ **CAREFUL** and that these are called adverbs
- contributing examples of signs that tell:
 - when a verb happens (**IN-2-WEEKS** PRO1 HOLIDAY or WANT LUNCH **NOW**)
 - where a verb happens (PRO3 RUN **FAR** or COME **HERE**)
 - how a verb happens (**FAST** or **SLOW** or PRO2 **QUICK** FINISH)
- noticing that sometimes Auslan signers have information about how a verb happens through NMFs not separate signs (for example, WRITE_{-carelessly})
- recognising that a verb group is a group of words built up around a verb that may include adverbs which modify the meaning of verbs and that adverbs and DSs can enrich a verb group
- understanding that a clause is one or more signs expressing a single idea and that a clause has at least one verb, but often one or more nouns as well, for example:
CALL_{-him}
I called him.

MAN THERE GO-TO POSS3 HOUSE

That man went to his house.

BIG MONSTER SCREAM

A big monster screamed.

 Auslan

- noticing that while word order in sentences is often important for meaning, there is flexibility in word order in Auslan and that because parts of a sentence can be signed simultaneously in Auslan, it is hard to establish word order
- distinguishing between yes/no questions, wh- questions and statements and their corresponding NMFs

Recognise similarities and differences in language features of different types of texts and in Auslan and English texts of a similar type, and notice how texts build cohesion

[Key concepts: text, textual features, referent tracking; Key processes: recognising, identifying, analysing]

(ACLASFU231)



- recognising that texts are made up of one or more clauses, which have one or more signs in them, which together make meaning
- comparing a short text in Auslan with an equivalent type of English text (for example, a recount in both languages) and noticing similarities and differences in structure and language features
- examining different examples of an Auslan text on the same topic, or telling the same story, and identifying different choices signers made in the production of the text, for example the amount of fingerspelling or CA they used
- analysing linguistic structures and features associated with more dynamic texts, such as back-channels and hesitations used in casual conversations
- identifying examples of signers pointing to an established location to refer to a non-present referent
- identifying how signers use space to make clear the actor or undergoer of a verb through a text, for example by pointing back to an established location to refer to a noun referent
- identifying the many ways signers can refer to the same referent in a text, for example by using DSs, points or list buoys, and how such strategies help maintain interest and support understanding

Language variation and change

Elaborations

Explore different dimensions of variation in the structure, development and use of Auslan, including how it has been influenced by English and other signed languages

[Key concepts: language variation, influence, word-borrowing, change; Key processes: exploring, identifying, classifying, describing]

(ACLASFU232)



- exploring similarities and differences in the two main Auslan dialects, the northern dialect, used in New South Wales, Queensland and the Australian Capital Territory, and the southern dialect, used in Victoria, South Australia, Western Australia, Tasmania and the Northern Territory, for example through building webcam relationships with other schools or by identifying and collecting signs that differ in the two forms
- researching how BSL from the 1800s evolved into Auslan, NZSL and modern BSL, for example by finding and classifying examples from Auslan, NZSL and BSL signbanks
- understanding that while the structure of individual signs can change over time in regular ways, there is little information about this process in signed languages due to lack of historical records of signing
- explaining the influence of other signed languages such as BSL, ISL and ASL on Auslan over different periods of time and in different domains of language use, and discussing why this is the case
- noticing different ways that English words are borrowed into Auslan, for example, the use of fully fingerspelled words, such as D-U-E, N-O-U-N, the fingerspelling of the first letter of corresponding English words, for example TOILET, FATHER, or abbreviations of English words, for example, state names: S-A, N-S-W, V-I-C, T-A-S, and organisation names: N-A-B-S, W-A-A-D, N-S-W-A-D, D-C-S-S-A, and lexicalised fingerspelling, such as HOW, BUT, ABOUT, FOR
- recognising that Auslan includes loan signs from Signed English, such as TOY or DAD, and understanding why some older deaf people are uncomfortable with these changes
- looking at style shifts in domains where English is in closer contact with Auslan, such as the use of more English-like structures in formal and educational settings
- considering adaptations to Auslan use when communicating in different physical environments, such as in video chats, across a large yard, or when one or both hands are occupied, for example, variations in vocabulary, size of signing space, clarity of signs, use of fingerspelling and NMFs
- noticing the variation in 'handedness' between signers in relation to both signs and to fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite

Language awareness

Elaborations

Develop awareness of the sociocultural context, nature and status of Auslan and of the Deaf community in multilingual Australia

[Key concepts: communication, accessibility, transmission;
Key processes: identifying, investigating, discussing, understanding]

(ACLASFU233)



- identifying the importance of place and space in the Deaf community, exploring why some places and spaces ensure that a visual language is more accessible to deaf people and promotes a sense of cultural belonging, for example by identifying factors that make a classroom 'Deaf friendly', such as U-shape seating, minimisation of window glare/reflection, good lighting and acoustics, flashing lights, suitable interpreter location
- identifying examples of deaf people's visual orientation towards the world, such as using visual applause or being astute in reading body language
- describing how and why deaf people use vibrating devices to alert them to alarms or information, or have flashing lights for the door, phone, alarm clock, baby cry alarm and other systems
- understanding cultural values associated with the conferring of name signs on those such as second language learners of Auslan who are joining the Deaf community
- explaining the role and function of Auslan–English interpreters and Deaf interpreters and the access and opportunities they provide
- identifying and describing physical markers of identity among deaf people, including the use of sign language and/or hearing devices such as hearing aids, cochlear implants and FM systems
- exploring variation in Auslan fluency among their classmates and members of the Deaf community, identifying the influence of variables such as where and when people learnt to sign and whether they are from a deaf or hearing family
- investigating how Auslan and Deaf culture are promoted in the wider community, for example through the influence of organisations such as Deaf Australia; the work of high-profile individuals such as activists or actors; or through events such as NWDP Deaf Festival, Australian Deaf Games or Deaf art exhibitions
- understanding the nature of the transmission of Auslan, for example how in most cases Auslan is not passed on from parent to child but often from child to child, or to children by adults outside the family, and knowing that some Deaf people learn Auslan as a late acquired language in early adulthood
- exploring the nature of multilingualism in the Deaf community, including the use of Auslan, English and other signed and spoken languages, considering how and when people typically switch between languages and dialects
- investigating the use of digital technology/communication by Auslan users, for example, social media, SMS/texting and NRS and VRS, discussing how these modes of communication impact on issues such as accessibility and communication between members of the Deaf community
- investigating communication methods used by deaf and hard of hearing members of Aboriginal and Torres Strait

Islander communities

- discussing behaviour associated with cultural practices, language and traditions, for example, by discussing the concept of reciprocity as a manifestation of how community members share responsibility for each other's wellbeing, or the value placed on the use of sign language for shared understanding and trust

Role of language and culture	Elaborations
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Explore connections between language, identity and cultural practices, values and beliefs and the expression of these connections in Auslan

[Key concepts: language, culture, identity, difference, transmission; Key processes: recognising, appreciating, exploring, understanding, identifying]

(ACLASFU234)



- recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own
- appreciating that culture and cultural difference means that people may value different things or live differently, noticing observable examples of such difference, such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs)
- exploring how deaf people live in ways that may be different from how hearing people live and that they are primarily visual, for example by responding to stimulus questions such as *How do deaf people ensure they can always see other people who are signing?*
- recognising the importance of facial expression, eye gaze and non-manual features in conveying information in a visual-gestural language and culture
- exploring the nature of culture as an essential part of human life, understanding that it is shared, passed on between generations and is closely connected to language and identity
- understanding that culture is more than the visible aspects of people's lives; that it also includes invisible elements such as beliefs and values, how people think about themselves and others, how they relate to their social and physical environments; and considering how this understanding applies to users of Auslan
- recognising that in each culture there are general rules for what to say and do, when, where and with whom, and that these rules differ from culture to culture, for example, the Deaf culture places greater importance on eye contact than cultures that communicate through spoken languages
- identifying the importance of signing space and proxemics in Auslan, particularly in relation to a person passing between two signers, or to the positioning of communication partners
- recognising that shared experiences shape cultural values in Auslan as in other cultures, for example the experience of deaf children being excluded from family and social discourse during dinner table conversations or social events gives rise to the value placed in the Deaf community on ensuring inclusivity and sharing information with each other
- recognising the importance of community and culture in relation to their own lives and communities and in relation to other language groups and their communities
- recognising the role of the Deaf community and its networks and significant places in maintaining, reflecting and strengthening Auslan and Deaf culture

Years 7 and 8 Achievement Standard

By the end of Year 8, students use Auslan to share information, experiences, interests, thoughts and feelings about their personal and immediate worlds. They use modelled constructions, ask for repetition or clarification, such as please slow sign, and use strategies such as fingerspelling to replace unknown signs to support continued interaction. They use lexical signs, gestures and affective non-manual features (NMFs) to indicate understanding, interest or lack of interest, for example, AGREE YES or PRO1 AGREE or PRO1 KNOW WHAT MEAN, BUT.... They ask and respond to familiar questions and directions and distinguish between statements and questions using grammatical NMFs. Students use familiar language to collaboratively plan and conduct shared events or activities, such as presentations, demonstrations or transactions, for example, PRO2 TYPE PRO1 WRITE. They describe people, animals and objects using lexical adjectives and familiar SASS depicting signs and appropriate classifier handshapes, for example, POSS1 MATH TEACHER TALL DS:long-wavy-hair or SCHOOL UNIFORM HAVE DS:long-thin-tie. They compare routines, interests and leisure activities, using signs for timing and frequency, simple depicting verbs for showing location, and appropriate sequencing. They use culturally appropriate protocols when communicating, such as maintaining eye contact, responding to and gaining attention by waving or tapping a shoulder or table, flashing lights, back-channelling and voice-off. Students locate specific information in a range of signed texts, such as weather reports, public announcements and presentations by visitors, using visual and contextual clues to help make meaning. They summarise and retell key points of information in correct sequence using list buoys. They plan, rehearse and deliver short presentations, taking into account context, purpose and audience and using familiar signs and visual supports, such as photos and props, and cohesive and sequencing devices. Students view and respond to short imaginative and expressive texts, such as short stories, poems and Deaf performances, for example by identifying and discussing ideas, characters and events. They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled clause structures, high-frequency signs, modifying NMFs and lexical signs to indicate manner. They translate and interpret short texts using Signbank, and give examples of how languages do not always translate directly. They create bilingual texts and resources for the classroom, for example, glossaries and captions for their own and each other's short stories. They explain the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture, and reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan.

Students know that Auslan is a legitimate language, different from mime and gestures used in spoken languages, and that eye contact is necessary for effective communication. They know that meaning is communicated visually through the use of signs, NMFs and gestures and can be expressed through whole signs or fingerspelling. They identify and describe the handshapes, movements and locations of signs. They distinguish between entity, handling or SASS depicting signs by looking at what the handshape and movement represent in each type and know that spatial relationships are typically expressed with entity DSs. They know that signs can be displaced in space for a range of purposes, such as to show locations or show the participants in a verb. They know that signing involves telling, depicting or enacting. They identify iconic signs and discuss how these match their referent, such as HOUSE, TREE, DRINK. They know that the function of constructed action is to represent the words, thoughts or actions of themselves or others. They use metalanguage to talk about Auslan, for example using terms such as **depicting signs, indicating verbs, non-manual features, handshapes, pointing signs** and **clauses**. Students recognise variation in the use of Auslan, such as regional dialects and differences in signing space. They understand different ways that English words are borrowed into Auslan and how these become lexicalised. They explore the influence on Auslan of other signed languages, such as BSL, ISL and ASL, as well as English over different periods of time and in different domains of language use, and consider reasons for these influences. They identify different ways that Deaf community members communicate with each other and with members of the wider hearing community, describing how different forms of digital communication such as social media, SMS/texting and NRS have improved accessibility for the Deaf community and contribute to the vitality of the language. Students recognise that Auslan has been transmitted across generations and describe ways it has been documented and recorded. They reflect on ways that culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions; and they understand that the most unifying factor of the Deaf community is the use of Auslan.

Years 9 and 10

The nature of the learners

Learners enter this band with prior experience of Auslan. They bring a range of existing capabilities, strategies and knowledge that can be applied to new learning. 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 and use are influenced by peer-group dynamics, personal interests and values, and issues related to self-concept. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, and choices they make in relation to linguistic and social practices. These processes are fluid and context responsive and impact on learners' engagement with both Auslan and English language learning. Learners at this level are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They are considering their future pathways and choices, including how Auslan could be part of these. They require continued guidance in learning Auslan, but are increasingly independent and capable of analysis and reflection, including in relation to Auslan and to intercultural experience.

Auslan learning and use

Learners use Auslan to compare and contrast, to sign instructions, problem-solve, make announcements, persuade, and recount experiences in increasing detail. They engage with a range of Auslan texts, and express feelings and emotions creatively in the language. They participate individually and in groups in tasks and learning experiences, explaining or justifying positions, elaborating opinions, and giving and receiving multistep instructions. They create their own signed narratives, and summarise and critically examine viewed texts.

Learners are extending their grammatical knowledge, such as understanding how language structures and features are used intentionally in texts. They use more elaborate sentence structures, including conjoining clauses, and increasingly build cohesion in their texts by setting up and maintaining referents in signing space. Learners explore metaphorical iconicity and begin to use constructed action to represent multiple characters in narratives. They are increasingly aware of connections between language and culture, comparing them to experiences in their own language(s) and culture(s). They are learning to reflect on their own language and culture and on how identity impacts on intercultural experience.

Contexts of interaction

Learners interact with teachers, peers and members of the Deaf community, in real life or via online technologies. They also encounter Auslan in the wider community, such as in the media, at film festivals or community events or via guest speakers.

Texts and resources

Learners engage with a range of increasingly complex live and digital signed texts designed for in-school learning of Auslan. They also work with different types of authentic texts created for deaf people, such as websites, which provide opportunities to extend understanding of language and culture. Texts come from a range of domains or genres, such as oral histories, community announcements, vlogs and stories; and they serve a variety of purposes, such as informative, transactional, communicative, imaginative and expressive. Learners also access texts from other signed languages that make extensive use of the 'visual vernacular'. The Deaf community is the most important resource for learning, as it is the origin of most of the texts and communicative situations engaged with by learners.

Features of Auslan use

Learners at this stage are increasingly aware of differences between Auslan and English. They are expanding their knowledge of vocabulary and sentence construction. With support, they use constructed action to show participants in a text, modify indicating verbs for non-present referents with increasing accuracy across a text, and use more complex entity depicting signs. They are learning to use NMFs to mark manner on verbs or to express negation. They use appropriate strategies to initiate and sustain conversations, and use more elaborate sentence structures, such as embedding clauses. Learners create richer texts, switching between viewer and diagrammatic space to show different perspectives of the same event. They also develop metalanguage for describing aspects of Auslan and how it is structured. They consider connections between language and culture and make comparisons with their own language(s) and culture(s). They consider language variation, for example by experiencing other dialects in the BANZSL family. They develop understanding of the nature of translation and interpretation, noticing the relationship between language, texts and culture. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performances and experiences. Task characteristics and conditions are more complex and challenging; they involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources.

Level of support

While learners are increasingly less reliant on the teacher for support during communicative interactions, continued support, such as provision of rich language input and modelled language use, is needed to consolidate and sustain language development. The teacher provides implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, situations and learning experiences, and explicit instruction and explanation in relation to complex structures, grammatical functions and abstract concepts and vocabulary. Provision of opportunities to discuss, clarify, rehearse and apply knowledge is critical in consolidating understanding and skills and in developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback, through peer support and self-review. They are increasingly aware of and responsible for their own learning, working independently to address their needs, for example by accessing technologies to memorise, learn and expand their language repertoire. They continue to use Signbank, graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts, and may keep records of their learning through means such as a video journal or folio to reflect on their language learning and intercultural experience.

The role of English

Learners and teachers use Auslan as the primary medium of interaction in language-oriented and an increasing number of content-oriented learning experiences. English provides a basis for linguistic and cultural comparison. English is also the medium for expressing experiences, abstract ideas and personal views at a level beyond learners' level of Auslan, for example when justifying a position on a social issue or exploring linguistic and cultural practices. English may be used with Auslan to conduct research, for example when investigating a social issue or cultural practice if a source text in Auslan cannot be found. It is also used in translating and in communicating bilingually. Learners are supported to reflect on the different roles that English and Auslan play in their academic work and in their conceptual development.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Socialise and exchange views on selected issues using different communication strategies, language structures and techniques

[Key concepts: issues, debate, discussion, interaction; Key processes: explaining, debating, justifying, code-switching]

(ACLASFC235)



- explaining or justifying a position in relation to personal and social issues, such as the inclusion of deaf jury members, using simple clauses and more complex constructions, such as statements, if...then... or when constructions, for example:
IF DS:place-person DEAF TEACHER MEANS DEAF HEARING STUDENTS EQUAL_{-all}
If there were a deaf teacher in the class as well, then all the students would be equal.
 - debating issues such as whether schools should have a school uniform, using a range of conjunctions and complex clauses, for example:
SPORT, PRO1 THINK GOOD BECAUSE ENCOURAGE PEOPLE GO-OUT MEET-VARIOUS PEOPLE
I think sport is great because it encourages people to go out and meet others.
PRO1 THINK SCHOOL UNIFORM GOOD BECAUSE ALL STUDENT SAME_{-all} DOESN'T MATTER RICH POOR SAME_{-all}
I think school uniforms are good because they keep students equal, and it doesn't matter if they are rich or poor.
 - participating in conversations with their peers using strategies to sustain interactions, such as turn-taking and asking for repetition, clarification or confirmation, for example:
WHAT? PLEASE AGAIN
Could you repeat that, please?
STILL GO-AHEAD
Go ahead ...
RIGHT PRO2 SAY PRO1 FIX THAT?
So, you want me to fix that?
 - communicating with other Auslan users via digital media to exchange views or to express personal opinion on topics such as co-educational or single-sex schools
 - adjusting their language to socialise with different audiences, such as primary school Auslan users, using appropriate code-switching techniques
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Engage in various collaborative tasks that involve making decisions, solving problems and evaluating progress
[Key concepts: responsibility, evaluation, discussion; Key processes: problem-solving, planning, evaluating, managing]

(ACLASFC236)



- participating in visits to a Deaf club or organisation and sharing responsibility for individual elements of a report that highlights key features of the experience
 - working with peers to solve problems, such as how to use video editing and/or captioning programs
 - working with a team to plan a fundraising event or a promotional display for Auslan at an open day/night and evaluating the experience to improve subsequent planning and organisation
 - assuming the role of a chairperson managing a small group discussion and conducting decision-making processes
 - contributing to the solving of hypothetical scenarios using conditionals, for example designing questions for a job interview such as:
PRETEND SOMEONE DS:one-person-approach-other
BLAST, PRO2 D-O WHAT?
Pretend someone approaches you and tells you off; what will you do?
I-F PRO2 BOSS PRO2 WILL CHANGE WHAT?
What would you change if you were boss?
-

Interact appropriately with the teaching team, peers and members of the Deaf community, adjusting language when necessary and demonstrating understanding of appropriate protocols in and out of the classroom

[Key concepts: protocol, behaviour, communication; Key processes: demonstrating, gaining attention, back-channelling, clarifying]

(ACLASFC237)



- demonstrating use of appropriate protocols within and beyond the classroom, such as gaining group attention through flashing lights, tapping, foot stomping and waving, and maintaining eye gaze, back-channelling and limiting the use of voice when interacting with unfamiliar Auslan users
- adjusting the physical environment, including people and objects, to enable communication in a well-lit environment without glare or obstructions
- demonstrating culturally appropriate behaviours when using or accessing an interpreter, such as not interrupting or blocking the line of sight
- using appropriate discourse markers and NMFs to facilitate clear communication, for example:
SURPRISE
Oooh (with appropriate intonation)
INCREDIBLE
No way!
WOW
Wow!
UM
um ...
HOLD...
Hang on a minute ...
- clarifying information, such as:
WHAT? PLEASE AGAIN
Could you repeat that, please?
RIGHT PRO2 SAY PRO1 FIX THAT?
So, you want me to fix that?
PLEASE SLOW SIGN
Could you sign that slowly, please?
PRO2 SAY BEFORE WHAT?
What did you just say, sorry?
- asking for elaboration of information by adding comments, for example:
RIGHT-YEAH INTERESTING BUT I WANT ADD COMMENT
Well, yes, that's interesting but I'd like to add something.
STILL GO-AHEAD
Go ahead ...

Informing

Elaborations

Engage with a range of signed texts to locate and evaluate information, infer or interpret meaning and to present key points in new forms

[Key concepts: information, data collection, issues; Key processes: interviewing, observing, rephrasing, summarising]

(ACLASFC238)



- interviewing an Auslan user, using prepared questions to find out about their experiences or opinions on selected topics, such as early language learning for deaf babies or their experience of education, selecting key elements of their commentary to produce a digital profile to share with the class
 - observing informative signed texts from the Deaf community and deaf-related organisations, such as emergency or advocacy texts, and rephrasing key points in a form suitable for a younger audience
 - collecting information from a variety of signed sources to inform class discussions on current affairs, for example the prevalent use of social media by young people, and access to this by deaf students
 - following more complex procedural signed texts, such as directions to follow in an unfamiliar environment, such as a school camp or excursion
 - watching and summarising information provided by a guest speaker and comparing their noted ideas and opinions with those of their peers
 - viewing texts such as interviews, news reports or vlogs and selecting points of information or details to use in their own texts or opinion pieces
 - viewing Auslan texts from other content areas, using depicting signs to explain key concepts, such as states of matter or climate variation
 - forming and signing questions to request information from a deaf organisation or person, in order to produce a digital information text such as a brochure or web page
 - obtaining information about high-profile members of the international Deaf community to create profiles for an e-magazine
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Preparing and presenting information on different issues, events, people, procedures or experiences, using signed descriptions and visual prompts to inform, report, promote, explain or invite action

[Key concepts: biography, commentary, procedure, action;
Key processes: presenting, describing, explaining, researching, composing, inviting action]

(ACLASFC239)



- presenting a biographical report on a prominent deaf person, using visual prompts such as a slideshow to describe their life and achievements, incorporating some commentary and personal opinion
- contributing an item of information for a collaborative e-book to describe views on different aspects of Deaf culture, such as community and protocols associated with signing
- explaining to each other a selected procedure or practice, for example, a recipe, the rules of a sport or board game, or instructions on caring for animals
- researching, composing and presenting a persuasive speech designed to invite action or support on a selected issue, such as a Deaf political matter
- using visual props and signed explanation to describe a biological or mechanical process to the class, such as how the ear or a cochlear implant works
- developing a signed news report or public announcement to inform or alert an imagined audience of a recent or impending natural disaster
- creating signed announcements to inform members of the school community about events such as a Deaf theatre performance or National Week of Deaf People activities
- creating digital clips or social media posts designed to persuade, inform or invite response on an issue of relevance to young people of their age
- providing instructions in an engaging or entertaining style to create interest in a group activity, such as a maths game or signing choir

Creating

Elaborations

Respond to different types of creative texts that involve the expression of feelings or experiences, comparing their responses to different elements and making connections with their own experience

[Key concepts: Deaf experience, expression, cultural values, effect, emotion; Key processes: analysing, evaluating, profiling]

(ACLASFC240)



- viewing and responding to creative texts such as television programs, poems and theatre performances that are used to represent the Deaf experience, for example the television program *Switched at Birth*
- recognising how a character's feelings and attitudes are expressed through NMFs, and expressing their own feelings or attitudes in similar contexts or situations
- responding to different types of creative and imaginative texts, such as signed poetry, short stories or songs, identifying and discussing the artistic signed choices and making connections with their own experiences
- exploring how cultural values and the expression of identity are reflected in different forms of artistic expression, such as poems by Walter Kadiki or John Wilson
- evaluating Deaf performances or art forms that manipulate technology and the use of colour and light to create special effects, for example, in performances by Ian Sanborn
- analysing how elements of creative performance such as emotional nuance are communicated through interpreters in a live setting
- identifying and profiling deaf artists who make use of music, for example, members of the Deaf Performing Arts Network
- engaging with examples of Deaf humour, such as Deaf jokes, and comparing them with examples of humour in spoken English or in silent films or mime
- viewing and comparing expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture, comparing with their own use of visual forms of expression of feelings and experience


Create and present entertaining individual or collaborative texts that reflect imagined people, places or experiences and draw from elements of their own life experience

[Key concepts: improvisation, stimulus, performance, humour, tension, interpretation; Key processes: improvising, performing, role-playing, creating, interpreting]

(ACLASFC241)



- participating in improvisation games that require spontaneous and imaginative responses to a stimulus such as *Sixty seconds to make the audience laugh or cry* ...
 - working collaboratively to create a performance such as a skit or humorous story for a class talent show
 - role-playing an imagined interview, incorporating elements of tension, humour or emotion
 - creating and presenting a handshape or signed poem on a selected theme, such as friendship or love
 - creating and presenting to their peers a signed interpretation of a wordless animation, comparing their different performances
 - creating a short film that incorporates camera techniques appropriate for a deaf audience
 - working collaboratively to create a static scene or diorama using the hands and bodies of at least two signers
 - creating the next scene, a new character or an alternative ending for a signed fable, short story or cartoon
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Translating	Elaborations
<p>Translate and interpret different types of familiar texts and consider the effectiveness of examples of different translations, considering the role of culture when transferring meaning from one language to another</p> <p>[Key concepts: equivalence, translation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, researching, exploring, developing]</p> <p>(ACLASFC242)</p> 	<ul style="list-style-type: none"> • viewing and discussing online Auslan translations, such as the <i>Catching Fire</i> series of safety videos • experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion (for example, <i>raining cats and dogs</i>) and recognising the nature and function of cultural elements of communication and how these influence language use • comparing different translations of online Auslan and English public announcements and government policy/information texts in terms of approaches to translation, for example in relation to free versus literal • comparing their own translations of short texts from Auslan to English and vice versa with those of their classmates, noting variations and discussing possible reasons for these • recognising the need to sometimes recast language and considering why one language may use more words/signs than another to communicate a particular meaning, for example, when Auslan uses spatial concepts or depicting signs to describe an event such as the scene of a car crash, which will take longer to explicate in a linear spoken language • translating poems, short stories or songs such as 'I Am Australian' from English into Auslan • exploring the role and function of Deaf interpreters and differences between Deaf interpreters and Auslan–English interpreters • researching aspects of available interpreting services in their area, for example, qualifications required for employment, and issues of interpreting and translating in specialised contexts such as health, education or legal settings • developing guidelines on culturally appropriate and ethical behaviour when interpreting and translating, for example explaining ways people should act in interpreting contexts and considering potential consequences of inaccurate interpreting • interpreting very simple interactions or role-plays between deaf students or guests and non-signers, such as a hearing teacher, librarian or canteen manager • participating in an excursion to an interpreted theatre event, with prior knowledge of the text/story, attending to the interpretation for discussion later in class

Create, develop and resource bilingual texts for use in the wider school community

[Key concepts: bilingualism, translation, meaning, representation, information; Key processes: translating, composing, comparing, creating, developing]

(ACLASFC243)



- creating bilingual texts for the school community, for example, posters, library displays or digital newsletter items, discussing how to represent meaning in two languages for different audiences
- developing collaborative translations of selected signed texts into spoken English or caption form
- collecting and recording various Auslan phrases and expressions used by native Deaf signers, attaching English captions with appropriate translations, for example, PAH! = *finally*, TALK = *communicate in speech or Auslan*, CHAT = *talk in Auslan*
- creating Auslan clips with English captions for the school website of items of interest to the school community
- composing bilingual texts for class or school assembly performances, events or displays, for example, NWDP announcements

Identity

Elaborations

Recognise that the concept of identity is complex, dynamic and diverse, and consider how students learn more about their own identity through the exploration of other languages and cultures

[Key concepts: identity, perception, representation, difference; Key processes: investigating, comparing, evaluating, creating, analysing]

(ACLASFC244)



- reflecting on how identity is expressed across cultures and through languages, for example by considering the idea of 'belonging' as expressed in different languages
- investigating how particular policies and practices may affect the sense of identity of deaf people, for example, through the prohibition of the use of Auslan in schools in the past
- viewing excerpts of different footage in Auslan or other signed languages and identifying language or behaviour that appears to be either inclusive or exclusionary and could impact on identity development, for example, the representation of deaf teenagers in the TV program *Switched at Birth* or in documentaries such as *Welcome 2 My Deaf World* and *Deaf Teens: Hearing World*, making connections or comparisons with their own experiences as teenagers
- evaluating documentary footage of famous members of the Deaf community discussing identity and the experience of growing up deaf, comparing their commentaries with their own experience, paying attention to identified factors that can influence identity, such as gender or race
- creating vlogs or filmed texts designed to share their understanding or views about Deaf/hearing identity and to prompt the intended audience to reflect on their own views of Auslan and the Deaf community and of what it means to be 'hearing'
- viewing signed news and other media texts, such as episodes of *See Hear* or *SignPost*, and discussing examples of discrimination, oppression or rejection experienced by deaf people, reflecting on how these may shape or reflect mainstream society's perception of the Deaf community
- considering the concepts of 'Deaf gain', Deafhood and audism, and comparing their response to these concepts as second language learners of Auslan
- discussing the impact of language and culture on the shaping of identity and a sense of wellbeing
- considering connections and shared identity between local, regional and national communities of deaf people for example, by inviting a deaf guest to share their experiences of travel or international contact

Reflecting

Elaborations

Reflect on the experience of learning and using Auslan and how the experience is influenced by their own languages and cultures, and consider how intercultural communication involves shared responsibility for making meaning

[Key concepts: intercultural communication, perspective, making meaning, inclusion, exclusion, audism, insider, outsider; Key processes: analysing, explaining, reflecting, considering]

(ACLASFC245)



- reflecting on how learning Auslan provides a distinctive and additional means of understanding the world in which they live and the relationship that exists between language, culture and identity
- considering issues of access, identity and audism, and also issues of discrimination, inclusion and exclusion in respect to different language and cultural communities
- keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Auslan in various contexts, noting changes in their personal responses and reflections over time, and comparing insights gained into their own languages and cultures
- analysing their own cultural assumptions prior to learning Auslan, and considering if these have changed through the learning experience
- reflecting on similarities and differences between spoken language and signed language users, for example when joining interactions, taking turns, using name signs or passing between people who are communicating with each other
- reflecting on the labels *deaf* and *hearing*, considering what these mean to different people and their implications in terms of status, access, opportunity and privilege
- exploring the concepts of insider and outsider views of the Deaf community and their own position in relation to these terms as second language learners of Auslan
- considering how intercultural communication is a two-way process which involves shared responsibility for making meaning and for ensuring understanding

Understanding

Systems of language	Elaborations
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Explore various types of non-manual features and the types of iconicity in signs, and gain confidence in using software to transcribe signs

[Key concepts: transcription, iconicity, metaphor; Key processes: identifying, recognising, distinguishing, describing, glossing]

(ACLASFU246)



- identifying, demonstrating and describing the various types of NMFs: movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body
 - identifying and describing the function of various NMFs in a signed text
 - understanding that the elements of a sign can be arbitrary, for example, the handshape or movement of the sign WHY, or meaningful, such as the movement and the handshape in the sign GIVE
 - recognising that some signs can occur with a standard mouth gesture and that these are sometimes called multi-channel signs
 - understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object
 - beginning to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST, and discussing how it relates to metaphors in English, for example the 'time as space' metaphor in both languages
 - transcribing part of a text using either annotation software such as ELAN or glossing, and recording what signs were used, spatial locations and NMFs
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Understand that signs can include different information including a gestural overlay, and identify how signers establish spatial locations, types of depicting signs and ways of showing constructed action

[Key concepts: spatial location, grammatical use of space, constructed action, depicting signs; Key processes: noticing, identifying, recognising, comparing, contrasting, distinguishing]

(ACLASFU247)

- recognising that Auslan has fully-lexical signs that are in the dictionary and have a standard handshape, movement and location, and partly-lexical signs that cannot be listed in a dictionary in all forms as gesture changes the form each time they are signed
 - noticing that meaning is created in Auslan from fully-lexical signs, partly-lexical signs, non-lexical signing and gesture and comparing with the range of ways English speakers create meaning, including spoken words, modifying intonation, and gesture
 - noticing that fully- and partly-lexical signs can include grammatical information not included in a 'citation' form, for example, the sign TELL_{me} is not listed separately to TELL (towards neutral space) and GO-TO includes GO-TO_{often}
 - noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages (for example, 5-YEARS-OLD) or adverbs of time (for example, 3-WEEKS-AGO) or pronouns (WE3, WE4)
 - identifying where and how a signer has established a location in space, for example through the use of points, non-body-anchored signs or fingerspelled words
 - recognising that signers must make explicit which referent is associated with a location, but do not need to continue to make this explicit throughout a text
 - recognising that signers can set up referents in the signing space close to them (viewer space, for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table) or distant (diagrammatic, for example, using 5claw in two locations to represent two houses)
 - recognising that in viewer space, signers can use locations for present referents, non-present referents, or abstract referents that do not exist in space
 - identifying instances of DSs and their type independently
 - comparing English adjectives with SASS DSs
 - learning that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or another
 - knowing that in CA a signer can shift into the role of another, or themselves at a different time, through eye gaze change, body shift, head orientation change, and matching facial expressions
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Understand and control additional elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or conditional forms, and develop awareness of how signers use constructed action and depicting signs in composite utterances

[Key concepts: clause types, conjunctions, composite utterances; Key processes: recognising, observing, distinguishing, understanding]

(ACLASFU248)



- observing that some noun groups are not signed overtly, particularly if maintaining the same referent rather than introducing a new one
 - distinguishing between the citation form of a sign and the adverbial NMF overlaid and what meaning each part carries, for example: MAN SPRINT (base form), MAN SPRINT_{-fast} (manner added)
 - recognising that signers can give information about how a verb happens over time by changing the movement, for example, signing WATCH versus WATCH_{-for-a-long-time}, or with lexical signs such as WATCH AGAIN++
 - recognising that some adverbs modify adjectives, not verbs, for example VERY, and that these modifications to adjectives can also be expressed with NMFs, for example changes in mouth patterns and movement of signs can intensify adjectives, for example, RED_{-really}, PLEASED_{-really}, TALL_{-really}
 - recognising that typically signers use DSs to show spatial relationships, not separate signs such as ON or UNDER
 - recognising how conjunctions such as PLUS, IF or BUT are used to join clauses and create cohesion
 - recognising that clauses can also be joined through particular NMFs
 - noticing that clauses can be linked equally or unequally, where one clause depends on another
 - recognising that the element of a clause that a signer wants to focus on most in Auslan is sometimes moved to be signed first and that this process of topicalisation involves particular NMFs
 - noticing that clauses are elaborated and made more vivid by adding adjectives and adverbs and by enacting or using DSs
 - realising that in many clauses signers 'tell' with fully-lexical signs at the same time as 'show' with DS, periods of CA and other gestural elements
 - noticing when signers are using composite utterances, for example those that include elements of CA, DSs, points and lexical signs, and how that affects the structure of a clause
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Explore the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text

[Key concepts: audience, purpose, coherence; Key processes: noticing, analysing]

(ACLASFU249)



- analysing a videoed class debate to see how language is used to justify opinions and to persuade others
- conducting an in-depth analysis of a selected sign text, taking into account audience, purpose and topic to explain language choices made by the signer
- expanding understanding of textual conventions, for example by explaining why signers choose alternatives to actor-verb-undergoer in a real text to topicalise the important point
- noticing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space
- noticing how signers construct cohesive and coherent texts through the use of text connectives such as lexical signs THEN or G:WELL or NMFs and pausing
- identifying all the ways a signer refers to the same referent throughout a text to create cohesion

Language variation and change

Elaborations

Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change
[Key concepts: language variation, standardisation, change, language borrowing, adaptation; Key processes: researching, interviewing, comparing, identifying, analysing, discussing]

(ACLASFU250)



- recognising that there is a greater degree of flexibility and variability in 'oral', face-to-face languages such as Auslan compared to spoken/written languages passed on from parents to children, for example, less standardisation and minimal 'frozen texts', and considering reasons for such differences
- researching different aspects of variation in the use of Auslan, considering influences such as geographical location, social groupings, history, educational experience, age of learning, family background and contact with Signed English or other languages
- considering the effect that expanding sign language interpreter services might have on standardising Auslan, especially in the areas of education and medicine
- interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they noticed, such as more use of fingerspelled words, less use of NMFs and depicting signs, or the use of different signs, such as FILM (old sign), TOILET (old sign)
- recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, SELFIE
- understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the globe (for example, the old Auslan sign for America versus the current sign), or the ASL vehicle handshape in DSs
- identifying changes to Auslan that reflect changes in social relationships and community attitudes, for example in relation to words/signs such as DEAF^DUMB, DISABILITY, HEARING^IMPAIRED/H-O-H, DEAF^WORLD/DEAF^COMMUNITY, HUMAN^RIGHT

Language awareness

Elaborations

Understand the range of factors that influence the profile, diversity and distribution of Auslan use in the wider Australian society, and consider the concept of Auslan vitality in comparison with other spoken and signed languages used around the world

[Key concepts: influence, diversity, language vitality, language documentation; Key processes: researching, investigating, exploring, describing, analysing]

(ACLASFU251)



- understanding that strong and healthy languages are those used by many people across generations in most domains to communicate about most topics
- mapping the distribution of Auslan users across Australian states and demographics, using data from censuses and other sources to present findings in graph/visual representation forms
- describing the role religion has played in influencing the usage and spread of Auslan, for example, through religious orders, early Deaf Societies and Bible translation projects
- considering the impact of historical international events such as the Milan Congress (1880) and the linguistic recognition and documentation of signed languages in the 1960s and 1970s on the use of signed languages in education, and on deaf people's feelings of ownership and pride in their languages
- analysing the impact of migration and the settlement of deaf people from the UK and other countries on the development of Auslan
- investigating the geographical location, origins and history of deaf schools in Australia and the impact of these institutions on the transmission, use and status of Auslan
- exploring how Auslan is used by deafblind people and their role in the Deaf community
- investigating historical patterns of employment of deaf people in certain trades and fields of employment, and the impact these traditional domains have on the development of Auslan
- reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community, and considering ways in which they influence the function and nature of Auslan, for example by the introduction of neologisms
- identifying language documentation as an important way of recording, transmitting and maintaining the vitality of languages
- recognising that some languages have no written form and have historically been passed on face to face/orally, and so are less well recorded and documented
- understanding that some languages used in Australia, such as English, have large numbers of users, while others, such as many spoken and signed Aboriginal and Torres Strait Islander languages, are endangered or in the process of being revived or reclaimed
- recognising that languages may be perceived as 'weak' or 'strong' based on community values and the existence of documentation and literature in the language
- exploring the vitality of different languages by obtaining information from the UNESCO interactive online atlas and/or Ethnologue to compare numbers of speakers/signers of different languages
- considering ways that Auslan is evolving due to various influences, including the capacity for new technologies to

store, record and share sign languages internationally

- exploring the role of globalisation in terms of what technology offers signed languages in terms of maintaining their vitality, for example, the use of ELAN for capturing and documenting Auslan
- understanding the importance of advocating for Deaf rights to address existing gaps in services, for example in relation to issues such as the increased provision of Auslan interpreters, Deaf interpreters or captioning
- responding to Deaf elders' guidance on how cultural values, beliefs and traditions are connected through shared life experience, language and visual ways of being, and how they are demonstrated in community behaviour and interactions with the wider community
- comparing strategies used by deaf and hearing adults to negotiate physical environments, for example, different behaviours at a bank of lifts, and identifying how deaf people draw on additional perceptual resources in ways hearing people are unaware of
- exploring technologies such as videoconferencing apps used by deaf people to communicate visually, to support social networks, to strengthen a sense of individual or shared identity as sign language users and to promote language vitality
- considering likely contemporary influences or pressures on Aboriginal and Torres Strait Islander signed languages and the possible impact on their future
- understanding how and why some deaf children face challenges with communication in hearing families or in social settings
- recognising the important role of deaf families and deaf schools in preserving and maintaining Auslan and cultural identity
- identifying behaviours, rights, roles and responsibilities in relation to the ownership and maintenance of Auslan and how such ownership rests with the Deaf community and is determined by traditional social groupings/families, significant places, history and stories
- describing the visibility and use of Auslan in the wider community, for example in television programs, on the news, at community events, sporting fixtures and in emergency announcements
- discussing the diversity of Auslan users in the Australian community, including people who are deaf, those who are hard of hearing and hearing people such as CODAs and interpreters
- identifying examples of deaf people who have been recognised for different reasons in wider Australian society, for example, Alastair McEwin or Drisana Levitzke-Gray, and discussing how such recognition contributes to broader awareness of Auslan in Australia
- researching the status and recognition of signed languages in other countries, for example, New Zealand, the USA, the UK or the Scandinavian nations, considering issues such as language rights, language documentation and development efforts

- identifying the changing status of significant sites in different international Deaf communities, for example, the loss of Deaf clubs or the closure of deaf schools in some countries, comparing this to the Australian context and reflecting on how such changes impact over time on Deaf communities and on Auslan
- recognising different philosophical and social views about deafness, considering the impact of varying attitudes on a deaf person's understanding of their rights and how they are represented and perceived in wider society

Role of language and culture	Elaborations
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Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other, that their relationship changes over time and across contexts, and that they may be differently interpreted by users of other languages

[Key concepts: knowledge, value, transmission, reciprocity, responsibility, stereotype; Key processes: appreciating, discussing, reflecting, exploring, analysing, understanding, identifying, recognising, considering]

(ACLASFU252)



- appreciating distinctions between Deaf cultures and other cultural minorities, such as the fact that most deaf people are born to hearing parents and acquire Deaf culture in addition to the culture of their families of origin from peers and other Auslan users in school or adults in the Deaf community
- exploring the nature and effect of culture, for example by comparing the cultural concept of Deaf identity with a medical model of deafness
- analysing and discussing core cultural concepts reflected in Auslan, such as the collective nature of the Deaf community, respect for elders, the importance of reciprocity and responsibility, for example, the signing TAP-2h++ reflects the responsibility to share information and pass on knowledge
- understanding that knowledge about past and present Deaf people and cultural values are embodied in and transmitted through Auslan, for example ways of producing the sign for SIGN embody cultural meaning regarding distinctions made and values placed on fluent or awkward signing
- identifying cultural differences between the use of personal names in Auslan and in their own background language, for example, Auslan signers not using a person's name sign when addressing them directly, in contrast to the practice in many spoken languages
- considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, such as changing signing space and style, using indirect language such as signing lower or under the table, or fingerspelling instead of signing overtly
- appreciating the cultural value and importance of festivals and events in the Deaf community, such as NWDP, as celebrations of language, history, culture and identity
- recognising that Auslan signs change over time due to shifting cultural values and changing experiences, for example, the modification of the sign for APPRENTICE to refer to TAFE, and shifting values around the sign DEAF^DEAF as the sign for DEAF (culturally Deaf reference for deaf-mute) and unsuccessful attempts to reframe this with an audiological focus
- reflecting on the ways that culture is interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions
- understanding that 'sound' is accessed differently in Deaf culture, that the meaning and importance of sound in deaf people's lives is usually not the same as in hearing people's experience
- observing that concepts may be culture and language specific, for example in relation to time and space, as in the spatial mapping of timelines in Auslan

Years 9 and 10 Achievement Standard

By the end of Year 10, students interact with peers, teachers and others using Auslan to communicate about personal interests and broader issues relating to the Deaf community. They participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features for topicalisation or negation and responding to each other's comments, for example IF DS:place-person DEAF TEACHER MEANS DEAF HEARING STUDENT EQUAL_{-all}. They initiate and sustain interactions; ask for repetition, clarification or confirmation; use more elaborate sentence structures, such as embedding clauses; and use discourse markers such as SURPRISE, INCREDIBLE, WOW or UM. They engage in different processes of collaborative learning, including planning, negotiating and problem-solving, using familiar and some spontaneous language. They follow protocols when interacting with each other or with interpreters or Deaf visitors to the classroom, for example by interrupting conversations appropriately, waiting for eye gaze or for the signer to finish, or by providing context for a new participant joining a conversation. Students locate, interpret and analyse information from a variety of signed texts, such as announcements, news reports and vlogs, using context and knowledge of depicting conventions to work out unfamiliar meaning. They demonstrate understanding by paraphrasing, summarising and explaining main ideas, key themes or sequences of events. They interpret different types of creative and imaginative texts, such as Deaf performances or different expressive art forms, describing and comparing their responses. They plan, draft and present informative and imaginative texts, linking and sequencing ideas using conjunctions such as BUT or IF... THEN... as well as joining clauses with NMFs to build cohesion and to extend clauses. With support, they use constructed action (CA) to portray characters in a narrative, modify indicating verbs for non-present referents with increasing accuracy across a text, for example PRO1 ASK_{-her} and use more complex entity depicting signs, for example DS(point):man-walks-slowly. They translate and interpret texts and create bilingual texts and resources to use in the wider school community, comparing different interpretations and making decisions in relation to dealing with instances of non-equivalence. Students explain culturally appropriate and ethical behaviour for interpreting and translating texts, and consider potential consequences of inaccurate interpreting. They reflect on how their own ways of communicating may be interpreted when interacting with deaf people, and modify elements of their behaviour such as the use of eye contact, facial expression or body language as appropriate.

Students identify and describe instances of CA in signed texts and explain how signers use CA and depicting signs in composite utterances. They identify and classify non-manual features in signed texts and describe their function. They know that signs can be iconic in a number of ways, and identify iconic signs that represent a whole object or part of an object. They distinguish between viewer and diagrammatic space, including whether viewer space refers to referents that are present or non-present. Students investigate and analyse the nature of variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, age of learners, family background and degree of contact with Signed English or other languages. They make comparisons between the ecologies of Auslan and signed languages in other countries, in relation to issues such as language policies and rights, advocacy, reform and language vitality. They identify factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs. Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.

Glossary

Accuracy

The production of structurally correct forms of the target language.

Active watching

Active watching or viewing, instead of active listening, is required in an Auslan class. Students concentrate visually on the reception and understanding of the signed message.

ALLP

Australian Language and Literacy Policy.

Annotation

A digital code, note or comment on a video file that identifies something about the language; for example, what signs are used or where there is a particular handshape.

Articulatory

Relating to the physical movements required to produce language.

ASL

American Sign Language. Although signed languages around the world share some similar properties, they are in fact quite different, particularly at the lexical level.

Aspect

How the action or event a verb describes happens over time, for example, it can be ongoing or completed.

Aspectual marking

Changes made to a verb to show aspect.

Audience

Intended readers, listeners or viewers.

Audism

The notion of superiority based on the ability to hear. Like other forms of oppression, such as racism or sexism, audism stigmatises deaf people and limits their potential. The term was first coined by Tom Humphries in 1977.



Authentic texts/materials

Texts or materials produced for 'real-life' purposes and contexts, as opposed to being created specifically for learning tasks or language practice.

Auxiliary verb

A verb that combines with another verb in a verb phrase to form tense, as in will, or mood, as in should or can.

Backchannel

Responses given by the receiver of a message in a conversation that serve a social function, such as showing attention or nodding without interrupting the signer or giver of the message.

BANZSL

The family of sign languages which encompass British, Australian and New Zealand Sign Languages.

Bilingualism

The ability to use two or more languages.

Biography

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time and to the understanding that language is involved in the shaping and expressing of identity.

Body-anchored signs

Signs that make contact with a location on the body or use the whole body and therefore cannot easily be moved around in space.

BSL

British Sign Language.

Buoys

A sign produced with the non-dominant hand held in place to represent something while the dominant hand continues to sign something else.

Character space

See *Frames of reference*.

Citation form

The basic form of a sign, without modifications, as found in a dictionary.

Clause

A basic chunk of propositional meaning, referring to a happening or a state. Information in Auslan clauses may be either “told” or “shown” (using CA or depicting signs) or a mix of both.

Cochlear implant

A small electronic device that can be surgically inserted into the inner ear to provide sound signals to the brain.

CODA

Child of Deaf Adults; the term that typically refers to hearing children of deaf parents, who often use a signed language as their first language in their family of origin.

Cohesion

The use of a range of language features to link parts of a signed text together, making it easy to follow and to understand referents in the text.



Cohesive devices

Features of language used to make texts cohesive, such as connectives, ellipses and the use of space in a text.

Communication

A mutual and reciprocal exchange of meaning.

Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

Comparative

A form of adjective used to compare one thing with another, such as tall versus more tall.

Comprehension

An active process of making/constructing/deciphering the meaning of language input through listening, reading, viewing, touching (as in braille or tactile signing) and through combinations of these modes. It involves elements of decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities; for example, making inferences or applying knowledge of text types and social and cultural resources.

Conjunction

A type of word or sign that joins signs, phrases or clauses together such as but or or.

Connective

A means of linking a group of signs to whatever comes before, such as s-o or the gesture g:well.

Constructed action

Constructed action (CA), also called role-shift, is a discourse strategy used in signed languages when signers use their own face and body to represent actions, signs, thoughts or feelings of a referent in a text. The referent can be themselves at another time, a different character, or something thought of as an animate entity.



Conventionalised sign

A sign or sequence of signs that has developed and become established over time to have an agreed meaning; for example, lexicalised depicting signs such as meet or line-up.

Corpus

A collection of texts that have been annotated to be machine-readable and can be analysed; for example, Auslan, BSL and NGT corpora that have been collected and are available online.

Create

Develop and/or produce signed, spoken, written or multimodal texts in live, print or digital forms.

Cues

Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.

DDA

Disability Discrimination Act.

Deaf community

A local, national or transnational network of people who share the language and culture of Deaf people and a history of common experiences. A primary unifying factor in Deaf communities is the use of sign language.

Deaf culture

The beliefs, values, traditions, history, social norms, literary traditions and art shared by deaf people who belong to the Deaf community. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which people:

- see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

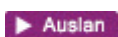
Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

Deaf ecosystem

A network of businesses, services and connections owned or managed by deaf people in positions of influence and authority, who share this social or political capital with other deaf people in culturally appropriate ways, so contributing to the status and social connectedness of the larger Deaf community. Examples of such reciprocity and support include sponsorship, profile-raising, the sharing of skills, expertise and knowledge, status support and social entrepreneurship opportunities.

Deaf eyes

A reference by some scholars to the cultural lens through which the world may be viewed by a Deaf person. It can also refer to deaf people's ability to process simultaneous information through enhanced peripheral vision, as deaf people rely on a wider range of acute visual input rather than sound.



Deaf family

A family in which deaf people appear in two or more consecutive generations. Deaf families have a crucial role in Deaf communities as they carry linguistic and cultural knowledge and expertise between generations, and disseminate this knowledge among other deaf individuals within their community, most of whom rely on peer-to-peer transmission of sign language and Deaf culture.

Deaf gain

A term used to reframe the term 'deaf', from the traditional pathological perspective of 'hearing loss' often held by wider society to a view of deafness through the lens of bicultural diversity. Being deaf is seen as an individual and social gain and as a positive form of diversity that involves cognitive and sensory changes that have the potential to contribute to the greater good of humanity.



Deaf interpreter

A specialist who provides interpreting and translation services, often working between a signed language, a form of a spoken/written language, another signed language or other visual and tactile communication forms. As a deaf person, the Deaf Interpreter has a distinct set of formative linguistic, cultural and life experiences that enables more nuanced comprehension and interaction in interpreted events than is possible for most hearing sign language interpreters.

Deaf place

A site of historical or cultural significance in the Deaf community; usually connected with traditional meeting places of deaf people, such as schools or centres of regular social, religious or sporting gatherings. A Deaf place may continue to have cultural and historical significance for the community when no longer used for its original purpose or formally owned by deaf organisations. Deaf places are often sites where sign languages and Deaf culture are learned, as most deaf people do not learn them from deaf families at home.



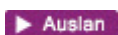
Deaf space

A space in which deaf people feel comfortable interacting and using signed language. Deaf space can encompass established Deaf place(s) or spaces which have been customized to enhance visual access for deaf people, for example with good lighting, clear sightlines and architectural or design features which allow deaf people to navigate, communicate and elicit environmental and social information easily. Classrooms and workspaces can be modified to incorporate Deaf space design principles.



Deaf/deaf

When referring to deaf people who belong to a linguistic and cultural minority known as the Deaf community, the 'D' may be capitalised in reference to the individual, the group, or the culture in order to accord respect and deference, for example, the Deaf community. This is similar to referring to French people, members of the Macedonian community or Indonesian culture. When referring simply to audiological status or when cultural affiliation is not known, as in the case of a person with a hearing loss in general, the lower case 'd', as in 'deaf', is the more common usage.



Deafhood

The term coined by Dr. Paddy Ladd to describe the process by which deaf individuals become self-actualised; the journey they travel to develop their Deaf identity and to maximise their potential.



De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

Definite/indefinite reference

A referent may be marked as definite when it is clear from context which particular referent is being discussed. It is marked as indefinite if it is being mentioned for the first time or the signer does not mean any particular referent.

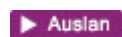
Depicting sign

Depicting sign (DS) is a partly lexical sign that is highly iconic and can be modified in a gradient way by a signer. Depicting signs can act as verbs or nouns depending on their use in context.

Entity depicting signs are those in which the handshape represents an object, and the object can move around or be located in space mirroring real-world movement and location.

Handling depicting signs are those where the handshape represents how a human hand holds or touches an object and the movement shows how something is moved around or located in space

Size and shape specifiers (SASS) depicting signs are depicting signs in which the handshape and movement are used to outline the size or shape of an object. The handshape is formed as if handling the actual entity being described (or a miniature of it) and the movement is a mirror of the hands, as if they are tracing the size and shape of the object.



Dialect

A variant of a language that is characteristic of a region or social group.

Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, online literature and presentations.

Directional indicating verbs

See *Indicating verbs*.

Discourse marker

Signs or gestures used to direct the flow of a signed text that indicate how something relates to something earlier or how a signer feels about what they are signing.

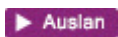


ELAN

A free software program that allows a user to document, analyse and annotate multimedia recordings of sign language, spoken language and gesture.

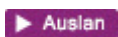
Elder

A person in the Deaf community afforded leadership or mentorship status by the community. Elders are typically deaf people who have been custodians of the Deaf community's traditions, language and cultural values and are widely considered role models and respected mentors by many members of the Deaf community. They include pioneers of advocacy, education and community development, and those who have contributed to the leadership, advancement and achievement of the Deaf community.



Enacting

Showing or constructing the action, thoughts or language of a referent using the whole body or part of the body. Enactments are context-dependent for meaning.



Entity depicting signs

See *Depicting signs*.

Etymology

The study of the origins of words or signs: that is, where they came from historically.

Eugenics

A social philosophy advocating improvement of the human population through genetic intervention, either by discouraging the reproduction of those with perceived less desirable traits, for example by sterilization, genetic selection, or in extreme cases by killing those with the trait, or by encouraging the reproduction of those with perceived desirable traits. At various times and places in history Deaf people have been subject to eugenic beliefs and practices.



Eye gaze

The direction in which a signer is looking, which can have conventional associated meanings in Auslan, such as marking a shift into character in Constructed Action.

Filler

A sign or gesture used in conversation to signal a pause, hesitation or unfinished contribution. For example, wriggling fingers with hands upheld.

Fingerspelling

The manual representation of the letters of the alphabet of a spoken-language. In Australia, New Zealand and the United Kingdom, a two-handed fingerspelling system is used to fingerspell English letters. In many other countries, a one-handed fingerspelling system is used.

Fluency

An ability to produce signed, spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatisisation of the target language.

FM systems

Systems that operate on a special radio frequency and allow the transmitter microphone used by a speaker, such as a classroom teacher, to channel sound directly to the hearing aid worn by a deaf person within range of the system. Reduction of background noise in the setting and channeling of the voice directly to the hearing aid enables the FM user to hear the speaker more clearly.

Formational elements of signs

The elements of the structure of signs; the physical way they are formed. (See *Parameters*).

Frozen texts

Texts of a static nature that are usually culturally embedded, such as the Australian national anthem.

Fully-lexical signs

Signs with a form that is fully specified, that is, the handshape, movement and location are conventional. Lexical signs make up a large proportion of the signs in a sign language dictionary.

Gesture

A way of communicating with the hands that uses largely unconventional forms (except for conventional gestures such as the thumbs up for *good*), and that represents more imagistic thought of a speaker or signer. In spoken languages, gestures co-occur with speech, and in signed languages they form gestural overlays.

Glossing

A form of annotating signed languages, as they have no written form in the traditional sense. The gloss conventions used in the Auslan curriculum for sign notations are based on Johnson and Schembri (2007) and include the following elements: The English gloss of a sign written in upper-case letters (most commonly associated or nearest translation of the sign in English); lexical matching (where one sign uses a number of English words to gloss its meaning, they are joined together, eg look-back); fingerspelling (shown by s-p-a-c-i-n-g); the use of 'g:' to signal gesture; the abbreviation of personal pronouns (pro1, pro2) and possessives (poss1, poss2); referral to pointing signs as pt; depicting signs (ds[handshape label]: description of what is depicted); indication of reduplication by the symbol '+'; and the use of a bar above a sign to show NMFs.

Grammar

The description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the sign/word, the sentence and the text.

Handling DSs

See *Depicting signs*.

Handshape

The conventional form of the hand in a sign.

Horizontal language transmission

The term used to describe the process by which deaf children born into hearing families and whose parents do not know sign language learn the language. Typically children learn language through the process of vertical transmission, from the preceding, older, generation who share the language. This is less common for deaf children, who often acquire sign language from deaf peers, particularly those who come from deaf families.



Iconicity

The relationship between a sign and the thing it represents, such as the sign for BABY looking like a person rocking a baby in their arms.

Fully-transparent sign - A sign with a visual-relationship so clear that non-signers could guess the meaning, such as the sign for DRINK, where the handshape looks like a person holding a cup and drinking.

Translucent sign - A sign with some relationship between form and meaning but not obvious to a non-signer, such as the sign for FLOWER.

Arbitrary sign - A sign that has no relationship to the referent, such as the sign for THING.



Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames offered by different languages and cultural systems. Identity is not fixed. Language learners' experiences with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity and community affiliation.

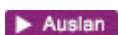


Indicating verbs

A subset of verbs which can have their start or end location modified or be moved around in space to show who, what or where is involved in the verb.

directional indicating verbs can be moved meaningfully in space

locatable indicating verbs cannot change direction but can be meaningfully signed in a non-neutral location.



Intercultural capability

An ability to understand and to engage in relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with signs, words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to de-centre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

Interjection

A class of word or sign that occur on their own and express an emotion such as wow or surprise.

International sign

A pidgin form of communication used, for example, by deaf people at international gatherings when there is no shared sign language known by all participants. An organised system of signs, gestures and non-manual signals that consist of some conventional lexical items and a number of borrowed elements from several signed languages, including highly visually motivated forms of signs and gestures. International Sign is endorsed by the World Federation of the Deaf.

Interpret

In the context of school based language learning, interpret refers to two distinct processes:

- the act of translation from one language to another
 - the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others.
-

ISL

Irish Sign Language.

Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound, sign, gesture and writing systems
- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways
- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspiration
- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured.

Language building

Activities and tasks that contribute to building archives from data of authentic language samples to help protect a language and culture and to expand understanding of usage.

Language comprehension

A process of interpreting meaning from signed, spoken, written, tactile and multimodal representations of language.

Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue or to compliment.

Language health and vitality

The extent of the demand and the use of a language in the community and projections for its future usage. A language that is spoken or signed by a larger number of users and is available in several domains of use in society is likely to be more healthy and to have greater vitality and survival prospects.

▶ Auslan

Language preservation and revitalization

The effort made to prevent languages from becoming endangered or unknown, for example, by increasing the number of users of the language, creating resources and documenting the language to preserve it.

▶ Auslan

Language systems

Elements that organise and represent how a language works, including the phonological, syntactic, semantic and pragmatic systems of signs and rules that underpin language use. These systems have to be internalised for effective communication and comprehension.

Language transmission

The way a language is passed on, for example through speech, writing and signing, from one generation to the next (vertical transmission) or from peer to peer (horizontal transmission).

Lexical signs

See *Fully-lexical signs*.

Lexicalisation

The process through which a non-lexical or partly-lexical sign becomes frequent enough to become a fully-lexical sign with a conventional meaning and form listed in a dictionary.

 Auslan

List buoy

A sign where the fingers on the non-dominant hand are used to represent the items in a list while the dominant hand signs something about those items.

 Auslan

Locational indicating verbs

See *Indicating verbs*.

Locatives

Words or phrases that tell a place or location.

Manner

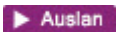
A type of adverb that tells how something happens.

Metalinguage

Vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms, such as *sentence*, *clause*, *conjunction*; or about the social and cultural nature of language, such as *reciprocating*, *register*).

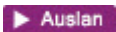
Metaphor

The use of a conceptual idea to describe another idea, such as thinking of time in terms of space.



Metaphorical iconicity

The use of metaphor to allow iconic signs to represent abstract concepts; for example, the sign remember is iconic, in that it shows holding something in the head, but metaphorical because thoughts are not physical objects that can be held in the head.



Mouthing

The complete or partial articulation of a spoken word while signing, occurring without voice. This does not include mouth gestures, such as 'pah', which are not mouthings of English words.

Multi-channel signs

The small number of signs that often occur with a particular mouth movement. Although such mouth movement is often described as obligatory, recent research shows that they do not always occur with a mouth gesture or with the same mouth gesture each time.



Name sign

A sign used to uniquely identify a person, typically bestowed by a member of the Deaf community, and agreed upon by the individual.

Narrative

A story of events or experiences, real or imagined.

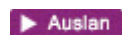
Native signers

Signers who have one or more deaf family members and have therefore had access to Auslan from birth, meeting expected milestones for the natural acquisition of language in infancy and early childhood.



Native-like signers

Fluent signers who have used Auslan as their primary language since their early school years, and/or demonstrate native-like levels of proficiency in the language.



Non-body-anchored signs

Signs that are made in neutral space and do not make contact with a location on the body. These signs can easily be moved around in space.

Non-lexical signs

Symbolic units of meaning that are created on the spot in a particular context, particularly in constructed action but also gesturing. These signs cannot be listed in a dictionary.

Non-manual features

Non-manual features (NMFs) are meaningful elements of a signed message involving any part of the body other than the hands.

Numeral incorporation

Changing the handshape of a sub-set of time signs to include a number, such as two-weeks-ago or in-two-years.

NWDP

National Week of Deaf People; a week of cultural celebrations and festivals organised by Deaf Australia, designed to raise awareness of the Deaf community and to celebrate Deaf pride, Auslan, and the life and culture of deaf people.

NZSL

New Zealand Sign Language.

Observer space:

See *Frames of reference*.

Oralism

A philosophy with an emphasis on teaching deaf children to communicate using speech; to depend on lip-reading and amplification devices rather than using sign language.

Orientation

The direction the palm or fingers of a handshape point in a given sign.

Ownership

The understanding that a natural sign language belongs primarily to the Deaf community from which it evolved. Historical oppression and marginalisation of Auslan users have created cultural and political sensitivities regarding the use, planning, teaching and research of signed languages. Deaf people, as custodians of Auslan, have primary authenticity in matters concerning their language and culture.



Parameters

The five physical features that describe how a single sign is produced: handshape, movement and location (main parameters), and orientation of handshape and non-manual features (minor parameters).

Partly-lexical signs

Signs with a form that is not fully specified that is, the handshape, movement and/or location can change, as in the case of pointing signs (direction or handshape can be modified), or depicting signs (movement and location are often created on the spot).

Path movements

Movement of the hands from one location in space to another while producing a sign.

Pathological model of deafness

The view that deafness is solely a pathology or medical deficit, to be ameliorated by medical or technological interventions and intensive habilitation of speech and audition. The pathological model discourages the use of signed languages and of educational or social settings which bring deaf people together.

People of the Eye

A term that references the highly visual nature of deaf people.

Perceptual systems

The visual and kinesthetic means by which signers receive/produce signs

Performance

The use of the language in real situations, putting language knowledge into practice. Performance involves accuracy, fluency and complexity.

Pragmatics

The study of how context affects communication, for example, in relation to the status of participants, the situation in which the communication is happening or the intention of the speaker.

Productive language use

One of the two elements of communication through language (see *Receptive language*), involving the ability to express, articulate and produce utterances or texts in the target language.

Prosody

Changes in facial expression and other NMFs, such as the duration of signs, eye-gaze, head and torso position, pausing with or without a hold of a sign, tension of hands and eye closure; used for many purposes, such as to mark clauses and their relationships, to accentuate or diminish emphasis and to regulate turn-taking.

Protocols

Principles and customs which guide behavior; systems of cultural and social rules specific to a linguistic and cultural community.

Proxemics

The use of space, posture and touch as elements of communication.

Question

A clause structured to elicit information. Questions can be categorised as either *closed* or *open* in terms of the information required to answer them:

- Closed questions require predictable answers; for example: What time is it? Do you like cats?
 - Open questions have unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners; for example, What do you think about that?
 - Questions can be structured as either yes-no or wh- questions, which require different non-manual features
- Yes-no questions are closed questions for which the response can only be yes or no
- Wh- questions can be closed or open questions, but include the signs WHO, WHAT, WHERE, WHEN, WHY, HOW, HOW-MUCH, or HOW-MANY?

Recast

A strategy frequently used as an instructional technique, where the teacher repeats a student's incorrect construction back to the student in correct form; a naturalistic repair of the language learner's error, modelling the correct version in a manner that encourages continued communication.

Receptive language

One of the two components of communication through language (see *Productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via viewing, listening and reading processes.

Reciprocity

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker or the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating and exchanging language and values. Reciprocating involves conscious attention to the process: attention to the self (intraculturality) and to the likely impact of the self on the other person involved (interculturality). Things previously taken for granted are noticed in reference to new or different ways.

Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'
- willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives which frame what they are saying
- making necessary adjustments to their own and each other's input, orientation and stance that will help the exchange to be successful
- exchange of goods, services and knowledge in a culturally valued transaction within the Deaf community.

Referent

The person or thing being talked about with a sign or phrase

Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by use as well as user. For example, informal register or academic register.

SASS

See *Depicting signs*.

Scaffolding

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do the task independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

Shadowing

The simultaneous watching and copying/shadowing of a signed text.

Sign language acronyms

National and regional signed languages are commonly referred to in the form of acronyms, for example: DGS - Deutsche Gebärdensprache (German Sign Language); BSL - British Sign Language; LSF - Langue de Signes Française (French Sign Language). A full list of acronyms and languages is available on Ethnologue.

Sign language families

Small groups of sign languages that have a high rate of similarity in their lexicons due to historical origins or geographic relationships; for example, BANZSL.

Signbank

An online Auslan language resource, including a dictionary of signs organised according to the structure of Auslan, information on Auslan, links to Auslan classes, inbuilt search features to explore setting-specific signs such as medical or educational signs, and links to video clips and signed examples in Auslan.

Signed English

Australasian Signed English was an artificial system of producing each part of English on the hands; developed by a committee in the 1970s for the purposes of teaching deaf children. Signed English is not widely used in the Deaf community and is not actively taught in schools today; however, it has significantly influenced the lexicon of Auslan in some age groups and regions.

Signed languages

Visual-gestural languages which evolve naturally in Deaf communities, through which signers use conventional and mutually agreed-upon symbols (signs) to communicate with each other. Signed languages have their own grammar and lexicon. They are not based on the spoken language of the country or region where the community is located. Signed languages are not universal. They are real languages, with a complete set of linguistic structures; complex and highly nuanced, as sophisticated as natural spoken languages.

Signing space

The area around a signer in which signs are articulated and can be modified.

Sociocultural model of deafness

The view that deaf people form a linguistic and cultural minority group comparable to other linguistic minorities. This viewpoint does not see deafness as a medical deficit or pathological condition. Although it may encompass the use of assistive listening devices and a range of communication options, it places high value on the use of signed languages and Deaf community networks.

Spatial mapping

The use by signers of the space around themselves to locate referents in discourse; the process of allocating a referent to a location, in order to keep track of who, what or where is being discussed.

Spatial modification

Changing a sign to point towards referents present in the environment or towards locations in the space around the signer associated with absent referents.

Superlative

A type of adjective used when comparing more than two things and identifying one that has the most of a feature, such as small versus worst small or most small.

Teaching team

Two or more teachers or instructors who combine their skills, knowledge and experience to develop and implement lessons in the classroom. In the context of teaching Auslan, a combination of a deaf and a hearing teacher may be linguistically and culturally appropriate, should a suitably skilled deaf teacher of Auslan not be available to work on their own.

Text

An identified stretch of language used as a means for communication or as the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences in different contexts for a range of purposes. Texts can be signed, written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems of communication, such as print text, visual images, soundtrack, signs and/or spoken word, as in film or computer presentation media.

Textual cohesion

See *Cohesion*.

Time marker

A sign that refers to when an event occurred.

Topicalisation

Moving a sign or group of signs to the beginning of a clause to make it more prominent. In Auslan this is usually accompanied by particular non-manual features.

Translation

A process of translating signs/words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

Transliteration

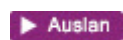
Writing a letter, sign or word using the closest corresponding letter, sign or word from a different language or alphabet.

Visual vernacular

A highly visual form of performance often incorporated into story telling which uses features of mime, gesture, NMFs and specific cinematic techniques in the production of signs. Techniques include close and distant focus, dissolving of visual images and cutting between scenes, objects and characters, and time distortion in the three dimensional delivery of visually presented information.

Visual-gestural languages

Signed languages are described as visual-gestural because they are received through vision and signed with hands, compared to spoken languages which are described as auditory-oral languages, as they are received through hearing and spoken with the mouth. The term is not equating signed languages with gesture in general.



Vlog

A common term for a video blog. As Auslan is a visual language, signers may choose to post online in Auslan via video rather than posting in written English.

Voice-off

The common protocol in an Auslan class to not use voice, as use of spoken English while signing can interfere with the acquisition of quality Auslan. The directive usually given to students is 'voice-off'.

VRS

Video Relay Service: A video relay uses visual technology to allow deaf users of Auslan to communicate over the telephone with hearing people via a VRS interpreter.

The Australian Curriculum Languages - Chinese

Overview

Context statement

The place of the Chinese language and culture in Australia and the world

China's official language is Modern Standard Chinese, or Putonghua (the common or shared language) in Chinese. The language is also referred to as Hanyu, the spoken language of the Han people, or Zhongwen, the written language of China. In Taiwan it is more usually called Huayu (Hwayu), the spoken language of people of Chinese ethnicity. This term is also used in Singapore.

A number of dialects remain in active use. In addition, the character system has undergone significant evolution, standardisation and simplification over time. In recent times, the need to create Chinese language texts in digital format has resulted in an international effort to standardise character forms and attribute a Unicode to each form so that computer operating systems internationally can generate and reproduce Chinese texts in both simplified and traditional/full-form characters. It is not common for new characters to be created. In contemporary overseas Chinese media, texts are commonly in either simplified or traditional/full-form characters, reflecting the diverse histories and preferences of these communities.

Communities of Chinese speakers are characterised by linguistic, cultural and geographic diversity and can be found in almost every country of the world. Many of these communities have a long tradition, and they are particularly strong on the Pacific coast of Canada and the USA, and in South-East Asia, Australia and some European countries. The history of the Chinese community in Australia extends back to the mid-1800s, and patterns of migration in recent decades have seen rapid growth in Australia's Chinese population.

Current links between Australia and China are characterised by bilateral relationships in trade and investment, as well as educational exchanges, and research and development in science and technology. The movement of people and ideas, as well as economic, cultural and educational exchange, adds to the richness and complexity of this relationship.

The place of the Chinese language in Australian education

Chinese has been taught in Australian schools since the 1950s, and experienced rapid growth in the 1980s as China undertook a policy of open-door and economic reform. Chinese has always been taught as an additional language in Australia, but schools are now catering to increasingly varied cohorts of Chinese language learners, including overseas-born Chinese speakers. The population of Chinese teachers has also changed, with growing numbers of teachers from the People's Republic of China now teaching in Australian schools.

Chinese is recognised as an important language for young Australians to learn as Australia progresses towards a future of increased trade and engagement with Asia.

The nature of Chinese language learning

For the purposes of the Australian Curriculum: Languages, 'Chinese' refers to Modern Standard Chinese, Pinyin Romanisation and simplified characters. Given the ongoing use of both forms of Chinese characters (simplified and full form) in the media, in education and in environmental print (advertisements and shop signs), some knowledge or awareness of both systems is an advantage, for Chinese speakers and Chinese learners alike. Although both writing systems and the range of dialects should be recognised in any Chinese language curriculum, the priority in education is Modern Standard Chinese and simplified characters as the internationally recognised 'official form' of Chinese.

English and Chinese have very different grammatical and vocabulary systems. The Chinese spoken language is characterised by a high number of homophones — tone-syllables that are used to represent more than one morpheme — each of which has its own particular character. The range of syllables in Chinese, while limited in comparison to English, does include some sounds unfamiliar to English speakers. The task of learning Chinese can be best addressed by a clear separation between learning to interact orally, supported by print materials in Pinyin, and learning to read and write, supported by texts and resources in characters.

Chinese characters are logographs composed of a number of components organised into a particular sequence within a square, parts of which are likely to suggest the sound and meaning of the whole character. Each character is a morpheme-syllable — it represents a syllable of sound and a unit of meaning. There are 3500 frequently used characters which are learnt by children in primary school in China. These characters are composed of approximately 500 distinct components which are used with varying degrees of frequency, and in different locations and for different functions. Literacy development (in terms of learning to read and write, and especially to map known oral vocabulary onto the appropriate written forms) is a time-consuming and challenging task. Additional characteristics of Chinese writing are that texts in Chinese characters do not display word-level spacing and texts may be written vertically and read from right to left down the page.

The Chinese spoken language is composed of approximately 400 syllables which may be used with one of four tones to create a total of approximately 1200 tone-syllables. Different systems have been developed to reproduce the sounds of the Chinese language using the Roman alphabet to assist learners who are already familiar with the Roman alphabet. Today the Pinyin system has international recognition as the principal means of representing the sounds of Chinese in alphabetic form. This system assists students of many language backgrounds to learn the correct sounds of Putonghua, and is an efficient means of text input when creating texts in characters using digital media. It is important to note that Pinyin is not recognised as a valid alternative to written expression in characters, as its readability is limited.

The diversity of learners of Chinese

Three pathways have been developed for Chinese, to cater to the three main cohorts of learners of Chinese in Australian schools. The Second Language Learner Pathway caters for students learning Chinese as a second or additional language. The Background Language Learner Pathway has been developed for students who have exposure to Chinese language and culture, and who may engage in some active but predominantly receptive use of Chinese at home. The First Language Learner Pathway caters for students who have had their primary socialisation as well as initial literacy development and primary schooling in Chinese, and who use Chinese at home. Schools will make decisions about which pathway best serves their students' needs, and teachers will use the pathways to cater for all learners by making any appropriate adjustments to differentiate learning experiences for their students.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Chinese are available as PDF documents.

Languages - Chinese: Sequence of content

Languages - Chinese: Sequence of Achievement - Background Language Learner Pathway - F-10 Sequence

Languages - Chinese: Sequence of Achievement - Background Language Learner Pathway - 7-10 Sequence

Languages - Chinese: Sequence of Achievement - First Language Learner Pathway - 7-10 Sequence

Languages - Chinese: Sequence of Achievement - Second Language Learner Pathway - F-10 Sequence

Languages - Chinese: Sequence of Achievement - Second Language Learner Pathway - 7-10 Sequence

The Australian Curriculum Languages - Chinese Second Language Learner Pathway - Years F–10 Sequence

Foundation to Year 2

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 Chinese language and culture.

Chinese language learning and use

The systems of writing and speaking in Chinese are distinct. The sights and sounds of Chinese are also quite distinct from English. Students therefore are immersed as much as possible in the sounds and spoken words of Chinese, the meaning of which is made clear through participation in active listening and action-related talk, gestures, dramatisation and games. Students are introduced to common characters associated with routines and their immediate experience, and draw on explicit models to communicate.

Contexts of interaction

Students socialise in structured situations and activities in the classroom and at school, with a focus on topics such as self, home, family, and daily routines. They begin to explore Chinese language and culture by participating in experiences such as celebrations; where relevant, they identify similarities and differences between Chinese culture and their own and other cultures.

Texts and resources

Students engage with a variety of texts and text modes, including picture and caption books, songs, cartoons and movies. They hear the different sounds of Chinese in stimulus material such as stories read aloud, multimedia resources and internet sites.

Features of Chinese language use

Learners are immersed in listening to, viewing and reading Chinese. They become aware of Chinese as an alternative code to English and that other languages exist within their own classroom, their country and overseas. They begin to recognise the importance of tone in Chinese speech and observe that the sounds of Chinese can be encoded in Pinyin using familiar letters. Students view characters through appropriate text types that may be glossed in Pinyin. They learn to recognise characters that represent familiar objects and ideas and convey significant cultural meanings.

Level of support

Visual displays, gesture, and specific and concrete contextual clues are continuously used to support understanding. Teachers model correct language use, which provides the main source of students' development in Chinese. Learners will experiment with various software and technologies as communication tools.

The role of English

English is used by teachers and learners as appropriate for clarification, reflection, questioning and explanation, to support learners to comprehend and acquire Chinese.

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Elaborations

Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms

[Key concepts: self, family; Key processes: participating, imitating, listening]

(ACLCHC001)



- reproducing the sounds used in greetings, for example, 早, 你好, 王老师, 再见
- listening to and engaging with the rhythms and sound patterns in conversations with teachers and peers, mimicking and practising the tones
- responding to teacher talk and instructions, for example, 站起来 and 请坐
- participating in games through action, for example, Simon Says (老师说)
- using pictures and prompt cards to participate in conversations
- introducing classmates (for example, 我叫Anna。我五岁) and expressing gratitude, for example, 谢谢
- learning to use gesture in communication to help convey meaning, for example, using Chinese finger gestures to show numbers
- sharing personal information about oneself and family with peers, for example, 我有弟弟。我爱我的妈妈

Interact with simple written texts in familiar contexts to contribute to class discussions

[Key concepts: self, family; Key processes: reading, planning]

(ACLCHC002)



- collecting examples of common Chinese characters found in familiar settings such as signs and labels, for example, 八 (8), 面 ('noodles'), 春 ('spring')
- discussing the differences between the Roman alphabet and characters, for example, compare the sound and shape of each
- labelling images of family from a provided list of characters, for example, 妈妈, 爸爸, 哥哥, 妹妹
- recognising and copying high-frequency characters relating to family and number, and noticing the formation and spacing of characters
- recognising the differences in describing family members in Chinese and English, for example, 'brothers' can be 哥哥 or 弟弟 in Chinese
- labelling and illustrating a class photo wall of a shared event or visit

Informing

Elaborations

Locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts

[Key concepts: self, family, information; Key processes: describing, conveying]

(ACLCHC003)



- using teacher scaffolding (for example, 'We are going to listen for the information about the boy's family members: what words might be used?') to predict content before listening to spoken texts
- matching information heard with pictures or other visual clues, such as identifying colours and fruit in game and real-life situations
- sequencing pictures to describe events, guided by the teacher
- responding to questions and retelling information obtained from listening to and viewing scaffolded models of texts, such as a video clip or an avatar of a Chinese student
- practising tone, actions and gestures that support meaning to share information
- expressing preferences, for example, 喜欢, 不喜欢

Locate and present information about familiar objects, people and personal interests using visual and contextual cues

[Key concepts: self, family, home, routines; Key processes: obtaining, processing]

(ACLCHC004)



- tracing, copying and practising using individual characters, such as the numbers 1–10 (一, 二, 三, 四, 五...)
- cutting and pasting characters from a provided set to make a mini book
- selecting characters to label pictures and make a greeting card or postcard

Creating

Elaborations

Respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings

[Key concept: imagination]

(ACLCHC005)



- viewing cartoons or segments of movies based on traditional Chinese stories, such as 《大闹天宫》
- performing songs and dances in groups, for example, 《朋友就是你》 and 《生日快乐》
- reciting poems and nursery rhymes

Create short imaginative written texts using images and copied characters

[Key concepts: morality; Key processes: illustrating, copying]

(ACLCHC006)



- creating storyboards for well-known Chinese stories such as Mulan or Pangu (盘古)
- captioning or labelling illustrations on storyboards, practising the strokes of high-frequency characters
- participating in the shared reading of books, making predictions about characters and events from the cover and illustrations
- listening to Chinese idiom stories and retelling these stories using illustrations

Translating

Elaborations

Identify equivalent or similar Chinese words or phrases for familiar objects or terms in English

[Key concepts: similarity, difference; Key processes: translating, connecting, interpreting]

(ACLCHC007)



- matching words and phrases spoken in Chinese to images, objects or words in English, such as classroom objects (书包, 笔), to develop vocabulary
- stating the English equivalent of common expressions in Chinese (for example, phrases such as 对不起, 没关系; 谢谢, 不谢) for the benefit of classmates
- explaining the meaning of Chinese words to classmates

Identify common Chinese characters and words in Pinyin using contextual cues

[Key concepts: self, family, home, routines; Key processes: interpreting, analysing, copying, tracing, shaping]

(ACLCHC008)



- experimenting with using high-frequency Chinese sounds to transcribe simple common words into Pinyin, such as 我 wǒ
- developing a class list of contextual cues such as images, text structure and other features that would help with understanding meaning
- typing known or given list of Pinyin words into an online dictionary to turn the Pinyin into characters to express good wishes, such as 'Happy birthday' (zhù nǐ shēng rì kuài lè 祝你生日快乐!)
- using flashcards to indicate likes and dislikes, for example, 喜欢 / 不喜欢

Reflecting

Notice aspects of Chinese language and culture that are 'new' or 'interesting', and observe how relationships influence language use and own identity

[Key concepts: self, family, home, routines; Key processes: observing, comparing]

(ACLCHC009)



Elaborations

- examining the meanings behind Chinese family names and other related vocabulary
- having a shared meal of 饺子, 春卷 etc. and appreciating cultural diversity in the school community
- responding to questions by sharing with students in Chinese sister school personal information related to identity, for example, name, family name, zodiac sign, family members
- comparing learning in English with learning in Chinese, for example, learning about syllables and components
- presenting a collage or poster which represents aspects of their identity, using text and images
- observing interactions to notice cultural aspects such as use of voice to show courtesy, how disagreement is expressed, or smiling so as not to offend while saying 'too expensive'
- expressing personal responses to aspects of culture encountered when viewing images, such as of classrooms, home environments or street scenes in diverse contexts, responding to teacher prompts (for example, What do you see ...? What do you notice ...? How do you celebrate ...?), and relating to own experience

Understanding

Systems of language

Elaborations

Reproduce the four tones and recognise how they can change the meaning of words (ACLCHU010)



- noticing the tonal nature of spoken Chinese and using gestures to enhance the differentiation of tones
- applying tones to diverse sounds in Chinese to express different meanings, and recognising differences between words with different tones, for example, 妈 mā and 马 mǎ
- practising the pronunciation of syllables that are unique to Chinese, such as 女 nǚ, 下 xià
- working with classmates and teachers to identify initials (b, p, m, d, t, g, k etc.) that are similar to English consonants (f, l, n, v)

Recognise Chinese characters as a form of writing and Pinyin as the spelled-out sounds of spoken Chinese (ACLCHU011)



- differentiating Chinese characters from other forms of written expression, for example, the Roman alphabet, visual images (drawing)
- recognising that each character has meaning, and exploring the connection between meaning and form, for example, pictographs such as 人 ('person'), 日 ('sun')
- examining which initials and finals can be guessed from English, for example, 'mama' as opposed to 'gege'
- copying or tracing characters with attention to stroke order and direction
- identifying syllables that make up Chinese words, such as 小/老/鼠 (xiǎo/lǎo/shǔ), and understanding that words such as 熊猫 (xióng māo) have two syllables, with each syllable having a meaning
- making connections between words sharing a common syllable/morpheme, for example, 小狗、小猫、小朋友
- building new words by combining familiar meanings such as 红+苹果

Understand that Chinese sentences have a particular word order (ACLCHU012)



- replacing words in modelled sentences to express a personal meaning, for example, replacing 弟弟 in 我有弟弟 with 妹妹 to say 我有妹妹
- stating the subject of a sentence, for example, 我爱妈妈 is about 'I', and 妈妈爱我 is about 'Mum'
- recognising that simple statements in Chinese tend to follow English word order, but that questions do not, for example, 'Do you have a cat?' versus 你有猫吗?
- recognising that sometimes the verb 'to be' is left out in Chinese sentences, for example, 我五岁 rather than 我是五岁

Engage with familiar text types to predict meaning (ACLCHU013)



- viewing samples of children's books, and identifying headings and images, appreciating their role in supporting understanding of texts
- comparing similar texts in Chinese and English (for example, a poster for a movie, such as 《功夫熊猫》) and identifying major elements of the Chinese text

Language variation and change

Elaborations

Recognise that Chinese is a major community language in Australia (ACLCHU014)



- exploring the range of languages spoken in Australia and identifying people in the local community or in the media who speak a different language, for example, 'My mum's friend is from China, and she speaks Chinese'
- discussing why there are different languages spoken by Australian families and by classmates
- knowing that Chinese is spoken not only in China but also in other areas of the world, including Australia

Identify the features of formal language used in familiar contexts, such as at school (ACLCHU015)



- using titles to address teachers in Chinese, such as 王老师 instead of Ms Wang
- responding to expressions commonly encountered in Chinese classrooms, such as 起立 and explore the cultural meanings behind these

The role of language and culture

Elaborations

Describe how people use different languages to communicate and participate in cultural experiences (ACLCHU016)



- identifying interesting facts, for example, finding out what are the biggest celebrations in China and Australia, and comparing these celebrations
- engaging with the traditions and customs, festivals, celebrations and food of Chinese communities, recognising the value of learning about another culture in learning a new language
- participating in a shared meal, a New Year celebration or a Chinese performance, commenting on the experience and listening to the sounds of Chinese
- comparing gestures and body language associated with language use in different cultures, for example hand gesturing for emphasis and encouragement or recognising taboos within Chinese communication, such as pointing directly at someone

Foundation to Year 2 Achievement Standard

By the end of Year 2, students use spoken and written Chinese to communicate with teachers and peers. They participate in structured and routine interactions, such as using 谢谢, 再见, 请, using learnt sounds, formulaic phrases, and verbal and non-verbal responses. They respond to and receive information, for example, 你好, 你好吗? They follow simple instructions, including 排队, 请坐, 不要说话.. They use the four tones of Chinese but not always with accuracy. Students respond to short predictable imaginative and informative texts, expressing simple likes and dislikes (喜欢, 不喜欢). They can match characters to the meanings and sounds of familiar words, including numbers (八...), colours (红...) and family members (爸爸, 妈妈). Students use strategies such as imitation and basic contextual cues for comprehension. They create simple informative and imaginative texts by selecting and practising learnt characters and familiar words and phrases to describe, list, label and caption.

Students recognise that Chinese is a major language in Australia. They identify its distinctive systems of writing and speaking. They recognise the tonal nature of Chinese and know that characters are formed by strokes. Students differentiate between the Pinyin and characters associated with familiar objects in their immediate environment. They recognise the use of tone marks in Pinyin. They are aware of the word order of simple sentences. They recognise the conventions for using Chinese to communicate with family, friends and teachers. They recognise the similarities and differences between Chinese and Australian contexts, language and culture. They can identify themselves as learners of languages.

Years 3 and 4

The nature of the learners

At this level children are developing awareness of their social world and memberships of various groups, including of the Chinese class. They benefit from varied, activity-based learning which builds on their interests and capabilities and makes connections with other areas of learning.

Chinese language learning and use

The systems of writing and speaking in Chinese are distinct. Because of the role of character learning and its impact on reading and writing, learners can accomplish a higher active use of spoken language than written language. As a result, engagement with Chinese language is primarily through speaking and listening. Learners practise using Chinese through participating in action-related talk, and completing tasks while relying on teacher modelling, prompts and repetition. Students respond non-verbally to spoken Chinese in the classroom, and their understanding of Chinese is dependent on context, and on teacher intonation, gestures and facial expressions. They repeat speech and sounds from frequent and consistent teacher modelling and produce texts using familiar words or phrases.

Contexts of interaction

Likely contexts of interaction focus on everyday educational experiences and students' personal, family and social environments. These familiar contexts are represented in the classroom in structured and scaffolded situations.

Texts and resources

Key text types and contexts include short predictable texts, photo biographies, correspondence, and structured and scaffolded situations. Students engage with a variety of Chinese language texts, including short audiovisual texts, plays, fables, rhymes, songs and dance, extending their use and comprehension of Chinese language and culture. Students also produce simple oral and written texts. They are exposed to a wide range of Chinese voices and settings through the use of multimedia texts, simulations and performances.

Features of Chinese language use

Students discover the distinctive features of the spoken language and begin to use Pinyin and tone marks to practise syllables and tones they encounter in new words. They recognise that letters in Pinyin and English produce different sounds using different spelling conventions. Printed texts used in the classroom are mainly presented in Pinyin but may be glossed with characters. Students use Pinyin to write, knowing that characters represent the real form of writing in Chinese. They use a variety of communication modes, including oral communication in English and Chinese as well as mime and gesture.

Level of support

Chinese language use is scaffolded and prompted by the teacher, and teacher modelling of correct language use is the main source of oral and written language acquisition.

The role of English

English is used where it supports comprehension of and participation in Chinese interactions, and when discussing issues of comparison and contrast between languages and cultures.

Years 3 and 4 Content Descriptions

Communicating

Socialising

Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones
[Key concepts: friendship, play, relationships; Key processes: participating, noticing, recognising, listening]

(ACLCHC017)



Elaborations

- giving personal information, facts and opinions in response to questions about people and aspects of daily life such as pets (我的狗很可爱), interests, routines and activities
- expressing opinions and commenting on personal experience using familiar expressions (for example, 很棒。太好了。我不喜欢...), and turn-taking (该你了) in class games
- contributing to class activities by asking for (我可以...吗?) and giving permission (可以), apologising and excusing (对不起), raising hand and using phrases such as 老师, 我不懂 to request assistance in learning activities
- initiating conversations in familiar social contexts by greeting participants and introducing themselves (for example, 你好, 我叫James, 我八岁, 我住在悉尼), displaying appropriate social manners to enhance communication
- giving information in response to questions such as 你的弟弟几岁?, and responding to turn-taking signals such as 该你了 or pauses
- following the teacher's instructions to participate in learning activities, for example, 我们听 Sam 说一说
- reporting group activity results to each other and the teacher, for example, Michael 喜欢打篮球, Sophie 喜欢游泳

Exchange simple correspondence with teachers and peers to contribute suggestions and arrange activities
[Key concepts: family, friendship, exchange; Key processes: participating, noticing, recognising, responding, listening]

(ACLCHC018)



- exchanging simple correspondence such as notes, postcards and text messages
- using ICT to adapt or create drawings to support written communication in cards, posters and visual displays
- adapting teacher-modelled language and using word lists to correspond with others, for example, creating cards to express good wishes and season's greetings to friends and family members (生日快乐, 母亲节快乐)

Informing

Elaborations

Obtain and process information about significant people, places and events from spoken and visual sources, and convey this information using learnt phrases and key words

[Key concepts: significance, self, family, neighbourhood, environment; Key processes: participating, noticing, recognising, responding, listening]

(ACLCHC019)



- identifying commonly used terms for daily activities such as 你几点睡觉? to contribute in an online discussion with sister-school friends
- describing people, places and things using actions and gestures, for example, to create a video clip to describe the school
- planning and presenting short reports about holidays, special events and places using photos, illustrations, captions, diagrams
- listening to short spoken texts containing some unfamiliar language, identifying key information, for example, name and phone number of speaker in a voicemail message, or the names, year level and age of Chinese children in a short interview

Locate factual information from sources and report this information to a known audience using learnt characters

[Key concepts: information, topic; Key processes: obtaining, processing, interpreting]

(ACLCHC020)



- identifying key words in familiar text types (for example, a floor plan, map or calendar) by recognising textual features (for example, bigger font for the name of the capital city on a map) and using other visual clues
- identifying and locating familiar characters or words in texts, and discussing the purpose and meaning of a text, for example, food packaging, a restaurant menu
- creating posters using learnt characters to inform others, for example, about a special event or a favourite person

Creating

Respond to and create simple imaginative texts using voice, rhythm, and appropriate gesture and action

[Key concept: imagination; Key processes: feeling, participating, noticing, recognising, responding, listening]

(ACLCHC021)



Elaborations

- performing plays in groups, using puppets and props, with allocated roles (such as 《十二生肖的故事》, 《饥饿的毛毛虫》), and using gestures and other movements to enhance the impact of performance, for example, using facial expressions to demonstrate emotions during a play
- viewing performances such as a song and dance show for children and identifying features of language, for example, rhyming in 小燕子, 穿花衣, 年年春天来这里
- creating own representations of familiar songs (小星星), poems and stories with a focus on varying voice, rhythm, gesture and action
- reading excerpts of 童谣 and comparing Chinese-specific expression with English version, such as 小猫怎么叫, 喵喵. 小狗怎么叫, 汪汪汪. 小鸡怎么叫, 叽叽叽. 小鸭怎么叫, 嘎嘎嘎. 小羊怎么叫, 咩咩咩
- singing familiar songs from both cultures, such as 《小星星》, 《说哈罗》, 《猜拳歌》 or 《狼与小孩》, to memorise words and sounds and for enjoyment
- expressing own feelings, likes and dislikes in response to Chinese stories, songs and poems, and asking for classmates' feelings

Create short written imaginative texts using simple characters and short sentences

[Key concepts: characters, events, plot; Key processes: participating, noticing, recognising, responding, listening]

(ACLCHC022)



- comparing the themes and content of nursery rhymes (童谣) (such as 小蜜蜂, 嗡嗡嗡, 飞到东, 飞到西; 小白兔, 白又白, 两只耳朵竖起来; 小燕子, 穿花衣, 年年春天来这里), for example, noting the frequent appearance of particular animals in 童谣 and recognising how this relates to traditional agricultural life
- creating a storyboard to describe characters and key events in planning a story
- creating plot diagrams using characters provided by teacher to annotate diagram
- using pictographs such as 马, 田, 山 to create cartoons to illustrate a story
- designing play props and costumes appropriate to the context and setting of a story read or listened to in class, and identifying traditional Chinese clothes and accessories

Translating

Translate the meanings of important everyday words using contextual cues

[Key concepts: context, celebration; Key processes: participating, recognising, responding, listening]

(ACLCHC023)



Elaborations

- explaining words and phrases to peers or the teacher, using gestures and actions to help convey meaning, such as facial expressions to express dislike or disappointment, agreement or enthusiasm
- explaining meanings of colloquial phrases used on specific occasions (for example, 恭喜发财 to give New Year wishes), and discussing how such wishes are expressed in English
- choosing words to translate information into Chinese, recognising different meanings for the same word, for example 哥哥 can be used to refer to an older male friend as well as older brother

Find English equivalents of common expressions in Chinese and vice versa

[Key concept: equivalence; Key processes: translating, explaining]

(ACLCHC024)



- reading bilingual signs, comparing Chinese words to their English equivalent, and recognising how key characters in expressions contribute to the overall meaning, such as 上 in 好好学习, 天天向上
- identifying meanings of Chinese words and phrases that do not translate directly (word for word), for example, 属、岁、马马虎虎

Reflecting

Reflect on how aspects of personal identity are expressed in Australian and Chinese contexts

[Key concepts: self, belonging; Key process: reflecting]






(ACLCHC025)



Elaborations

- preparing a self-introduction and discussing the concept of 'self'/我, exploring questions such as 'What makes me special in my family? In my class? In my school?', for example, 我叫 Tina, 我是妹妹. 我上三年级, 我的老师是王老师
- prioritising information when talking about self, for example, 我叫Kate before 我八岁
- sharing information about one's zodiac animal sign in Chinese and discussing in English the cultural significance of such information, for example, 我属龙

Understanding

Systems of language	Elaborations
<p>Recognise the tone-syllable nature of spoken language, and compare Chinese and English sounds (ACLCHU026)</p> <p>  </p>	<ul style="list-style-type: none">explaining the use of Pinyin as a learning tool to reflect the sound of Chinese spoken language, and recognising sounds associated with individual letters and syllables, differentiating, for example, qī , piě, rán and qù from English sounds for such letters and syllableslistening to and viewing simple conversational exchanges, recognising tone-syllables and experiencing the differences between Chinese and English intonationrecognising when and why some tones are not expressed in some contexts, for example, repetition of syllables in ‘Mama’, neutral tone on second syllablelistening to and reading out loud a nursery rhyme with strong Chinese prosodic features such as 《小老鼠, 上灯台》engaging in activities to raise tonal awareness, such as competing with classmates to read a tongue twister (妈妈骂马) and using hand gestures to help pronounce different tones
<p>Reproduce key Chinese characters from familiar contexts using stroke types and sequences, and component forms and their arrangement (ACLCHU027)</p> <p> </p>	<ul style="list-style-type: none">engaging with a range of basic characters and components and exploring their individual meanings, for example, 大 , 小 , 足 , 手exploring the process of character construction, including counting the number of strokes, describing the shape of strokes, differentiating between similar strokes, and following general rules of stroke ordermaking connections between basic characters and related component forms (for example, radicals like 手 and 扌 ; 人 and 亻), and recognising the number and arrangement of components in a compound character, for example, that 众 has three components and 打 has two components, that 亻 (standing person) is on the left-hand sideexploring the concept of ‘word’ in Chinese and knowing that each character is a meaningful unit (morpheme) that is used to make up ‘words’ such as 白菜 (white + vegetable), 好朋友 (good + friend + friend), 男生 (male + student)making connections between key morphemes in familiar words, for example, fruit group 水果、苹果、果汁; vehicle group 汽车、火车、车子

Use nouns, adjectives and simple sentences to record observations (ACLCHU028)



- exploring basic sentence structure in Chinese, consisting of subject–verb–object, and learning to analyse sentences in both Chinese and English, for example, ‘What’s the subject in the sentence “My mum drives a car”?’ How about in the Chinese sentence 我看书? Do sentences work the same way in Chinese and English?’
- recognising grammatical features and how their use differs in Chinese and English, for example, the lack of articles in Chinese; that adjectives can be used as verbs; limited use of the verb ‘to be’ (是)
- following patterns of word order and sentence structure and using negation when creating sentences to express own meanings, for example, replacing the subject pronoun in 我喜欢绿色 to create the sentence 我妈妈不喜欢绿色

Identify similarities and differences in the organisation of simple familiar texts (ACLCHU029)



- reading familiar text types in both Chinese and English (for example, menus, calendars, songs and TV cartoons), and explaining how the content and features of the text suit its purpose, for example, the menu has pictures of dishes to help the customer understand what kind of food it is
- recognising Chinese texts (for example, Chinese film posters and newspapers), and discussing how the textual features are organised, including the headings, images and fonts, and the cultural significance of such texts
- applying knowledge of text features to help locate key information, such as identifying details relating to name, age and nationality across diverse examples of social media profiles and print information forms
- discussing a range of predictable texts with teachers and peers to perceive common components (radicals) in complex characters such as ‘woman’ (女) and ‘water’ (氵)

Language variation and change

Elaborations

Recognise that Chinese is spoken by communities in many countries (ACLCHU030)



- investigating the use of Chinese in Australian communities and in countries and regions where diverse forms of Chinese are widely used, for example, China, Hong Kong, Taiwan, Singapore, Malaysia, Vietnam, USA
- interviewing people in their community who speak Chinese, such as 妈妈的朋友, and finding out how the person learnt and used Chinese in their home country and in Australia, for example, ‘How did you learn to speak and write Chinese? Do you speak Chinese every day in Australia?’
- recognising characters used in specific cultural events (for example, 福 in various forms of New Year decoration, such as paper cut-outs, folk art, couplets), and identifying how the form might change, for example, asking why 福 is sometimes presented upside down

Identify the likely contexts and features of informal and formal conversations involving known participants of different ages, genders and social positions (ACLCHU031)



- comparing conversations between peers/friends with conversations between teachers/authorities, for example, 你/您; 坐吧! /请坐!
- viewing and listening to the opening of conversations in a range of situations, and finding key words participants use, noticing how these chunks of language can change depending on the situation
- finding examples of the openings of informal and formal conversations in Chinese films, soap operas and children's cartoons, and practising using these openings in conversation with teachers and friends

The role of language and culture

Identify how terms are used to indicate relationships and express aspects of culture that may be different from their own (ACLCHU032)



Elaborations

- participating in exchanging good wishes in celebrations such as 龙年快乐, and comparing cultural practices of celebration from around the world
- exploring the use of language and symbolic images during cultural events, and describing the cultural meaning represented, for example, looking at the use of the colour red during Chinese New Year and in good wishes of 红红火火 and asking why red is so widely used during celebrations in China; What is the cultural connotation of 红?
- discussing possible reasons why Chinese family names are placed before given names, and exploring the cultural meaning of various Chinese names, for example, 静, 明, 勇
- exploring the more complicated Chinese kinship relationships, and learning to address family members with a title rather than by their given names, for example, drawing a family tree and labelling each member with their Chinese title

Years 3 and 4 Achievement Standard

By the end of Year 4, students use spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preferences, for example, 你叫什么名字？你上几年级？你有狗吗？你喜欢什么运动？ They use appropriate pronunciation, tone, gesture and movement and some formulaic expressions. They use modelled questions to develop responses, for example, 你的哥哥几岁？他是谁？你住在哪里？这是什么？ They respond to and create simple informative and imaginative texts for familiar audiences (for example, 狼与小孩) by selecting learnt words and characters. Sentences are short and follow the basic subject–verb–object structure with occasional use of adjective predicates, for example, 这是红色的苹果.. Learners use familiar words in Pinyin, or presented in characters in texts. Numbers are used in relation to age and family members, and to quantify objects with measure words such as 一个男生, 两个姐姐, 三只狗.

Students explain why Chinese is a globally important language. They understand that Pinyin provides access to the sounds of the spoken language. They identify features of the Chinese writing system, including the range of strokes and their sequences in character writing, and explain how component knowledge can assist in learning characters. They are aware that each character is a meaningful unit (morpheme) that is used to make up words. They recognise familiar word order in Chinese sentences. They notice similarities and differences between the patterns of the Chinese language and those of English and other familiar languages. They recognise that languages change with time and due to influences such as globalisation and technology. Students recognise that diversity of context and participants influence how meaning is communicated, and apply this knowledge to their own communication. They notice how cultural differences may affect understanding between people.

Years 5 and 6

The nature of the learners

At this level students are expanding their social networks, experiences and communication repertoire in both their first language and Chinese. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining awareness of the world around them. Learners are noticing similarities and differences between Chinese language and culture and their own.

Chinese language learning and use

The systems of writing and speaking in Chinese are distinct. Because of the role of character learning and its impact on reading and writing, learners can accomplish a higher active use of spoken language than written language. As a result, engagement with Chinese language is primarily through speaking and listening. With teacher support, students begin to use Chinese to communicate their own ideas and participate in collaborative decision making. Learners engage in exploration of patterns and features of the language, talking about and making connections between known languages and cultures and comparing different ways of communicating in familiar contexts.

Contexts of interaction

Likely contexts for interaction are related to students' personal, family and local environments, and their everyday educational experiences. They communicate with peers, teachers, known adults, and with other students in their class. The settings for interaction move to a more public context and include more participants. Students begin to move from socialising in the here and now to planning and organising future events.

Texts and resources

Text types include print and online news and media, blogs, advertisements, catalogues, popular music and drama. Texts presented in characters are generally glossed in Pinyin. Students write in characters to correspond with others in letters, and use Pinyin input systems to generate a variety of texts in digital format.

Features of Chinese language use

Engagement with oral language includes active listening; observing interactions between speakers in everyday contexts; and using the spoken language in songs, rhymes, stories read aloud, and games. Learners ask and answer questions, describe people and objects, and recount events. They speak with attention to the sounds and tones of words, using formulaic language and applying their knowledge of familiar language structures in new contexts. Students map character forms onto their familiar oral vocabulary, and recognise and name characters in context. They record and learn new vocabulary by using word lists in Pinyin, and use Pinyin to prepare drafts of spoken texts.

Level of support

Chinese language use continues to be scaffolded and prompted by the teacher. Teachers' modelling of correct Chinese language use is the primary source of learners' increasing Chinese oral and written language acquisition.

The role of English

The use of English is necessary for discussion, reflection and explanation, and for the continued development of learners' knowledge base and intercultural capability.

Years 5 and 6 Content Descriptions

Communicating

Socialising

Initiate interactions with peers and known adults to plan and organise social activities

[Key concepts: community, leisure, nature, recreation; Key processes: planning, organising, transacting]

(ACLCHC033)



Elaborations

- experimenting with language choices to convey emotions and attitudes such as excitement and interest when events or ideas are suggested, including making arrangements, welcoming, congratulating, complimenting and praising
- exchanging information and opinions in class discussion, responding to questions such as 你喜欢运动吗?, and expressing agreement and disagreement with others' opinions (for example, 对, 我也很喜欢运动); making sure that other participants are included in interaction, for example, 我去过法国, 你呢?
- participating in role-plays relating to shopping scenarios, and specifying quantity or type of item when selecting from options, for example, 三斤苹果, 一包糖
- completing transactions by confirming prices (for example, 多少钱? 五块八) and exchanging money, recognising Chinese currency
- preparing performances celebrating important events in the Chinese calendar to present at school assemblies to raise community understanding of aspects of Chinese culture, such as a taiji performance, a lion dance, or a Spring Festival song such as 《恭喜恭喜》
- assisting in organising and hosting visitors from a sister school or guest speakers to raise school community awareness of the importance of learning Chinese
- seeking permission from the teacher or peers to participate in activities or to be excused, for example, 我可以去喝水吗?
- responding to the teacher's questions with actions or answers (for example, answering the question 懂了吗?), and requesting or borrowing items from others using appropriate language such as 我想看看你的书, 好吗?

Exchange correspondence and create simple written material to plan future activities and events and contribute ideas
[Key concepts: friendship, community, recreation; Key processes: collaborating, exchanging]

(ACLCHC034)



- preparing and creating photo-stories with captions to present personal information and aspects of personal experience (such as friends and classmates, extracurricular activities, daily routine, and holiday experiences) for new classmates or for class blog
- creating short texts such as emails, letters and text messages to interact with others, for example, to invite, congratulate or thank someone
- producing short texts such as descriptions of a place, or the rules of behaviour for different events, situations or activities
- participating in shared blogs, exchanging information with students from sister school, for example, 你好, 我叫Ann, 我是澳大利亚的学生
- using emoticons such as >_<||| in digital communication to enhance meaning conveyed
- using digital media to produce a publicity flier for an upcoming cultural or sporting event such as 汉语比赛

Informing

Obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences

[Key concepts: public, private; Key processes: comparing, collaborating, recording, identifying, describing]

(ACLCHC035)



Elaborations

- identifying specific information related to places, for example, listening to a weather forecast, recognising the names of familiar cities (such as 北京, 上海), and recording the weather conditions and the temperature
- using textual clues such as 听一听小明的一天 to predict possible content when listening to spoken texts, and preparing to hear key information such as time and activities
- listening to and viewing a range of informative texts to identify key points, for example, answering questions from classmates about the procedure and main ingredients for cooking a Chinese dish from a cooking show
- presenting a short talk using information gathered from multiple sources, for example, investigating 南京的天气 by interviewing the teacher and listening to a podcast of a weather forecast
- supporting presentations with pictures, charts or graphs as appropriate, for example, using bar charts to show data on 澳大利亚的语言

Locate key points in written informative texts, summarising the points to report to known audiences

[Key concept: information; Key processes: reading, viewing, summarising, analysing]

(ACLCHC036)



- locating key information in texts such as timetables, calendars, brochures or advertisements, using clues such as organisation of content, for example, 星期一, 星期二 etc. listed on the top row of a timetable
- reading familiar texts, such as shopping catalogues, understanding key phrases such as 八折, and working out the final price of an item
- recognising markers of time (for example, 第二天) in a sequence of events to monitor information flow and assist with reading for overall meaning
- creating a poster to convey information to Chinese peers (for example, about a local city or popular tourist site) with pictures, maps, data, words and sentences
- selecting from word lists to create informative texts such as signs, slogans and notices, using electronic tools such as a digital dictionary to extend own expression

Creating

Engage with characters and points of view in short imaginative texts, express personal opinions and create simple spoken imaginative texts

[Key concepts: character, viewpoint; Key processes: connecting, expressing, responding]

(ACLCHC037)



Elaborations

- singing popular songs, exploring the intended meaning of lyrics and the use of stylistic devices such as 比喻 (我爱你, 我爱你, 就像老鼠爱大米) or 重复 (我是女生, 漂亮的女生, 我是女生, 爱哭的女生)
- retelling stories read by the teacher in Chinese and sequencing actions (using 然后), or explaining the cause of an action (using 因为)
- expressing personal opinions on TV programs or music videos, for example, 我很喜欢中国的 rap
- participating in performances such as 诗朗诵 and applying specific prosodic features such as 'tone flow' (抑扬顿挫) to enhance the effect
- creating short plays or skits and taking on roles in imagined scenarios such as a shopping trip, fashion show, or visiting or hosting a Chinese friend
- reading short stories in groups, and summarising the story and conveying the emotions and opinions of characters using, for example, 最、非常、太
- reading aloud phrases such as 哎呀! 天哪! that are used to highlight the characters reactions to situations or the actions of others.

Create written imaginative texts, describing characters and sequencing events, using scaffolded models of texts, learnt characters or word lists for support

[Key concepts: character, narrative, sequence; Key processes: connecting, expressing, responding]

(ACLCHC038)



- experimenting with storytelling techniques by following provided models of narrative texts, for example rewriting 她有七色花, 红色, 蓝色, 白色... and replacing 花 with 气球 and writing 她有七色气球, 红色, 蓝色, 白色
- using digital media to create an imaginative story to share with peers and Chinese-speaking contacts, using both language and images to achieve particular effects, for example, using 重复 (很大很大的球; 走啊走啊走啊)
- plotting a storyline, considering: Who is the main character? How can I make this character interesting to readers? How can I sequence my story to grab the reader's attention?
- collaborating to create alternative endings to well-known stories using learnt sequences and word lists for support

Translating

Interpret and translate simple texts used for everyday purposes, identifying actions, words and phrases that do not readily translate into English

[Key concept: equivalence; Key processes: interpreting, translating]

(ACLCHC039)



Elaborations

- identifying how best to interpret key words when translating English texts into Chinese, for example, the use of 是 after first-, second- and third-person pronouns; numbers with measure words; possessives with 的; plurals
- viewing spoken interactions in Chinese between peers or in texts (for example, viewing a segment of a movie), and interpreting the meaning of the dialogue as well as comparing and discussing culturally determined manners or behaviour displayed in the interaction
- differentiating between word-by-word meaning and intended meaning when translating from Chinese into English, for example, the word-by-word translation of 我喜欢一个人看书 is 'I like one person to read', but it means 'I like to read alone'
- comparing own translation of short texts (such as brand names, signs, slogans and billboard advertisements) to others', and evaluating the effectiveness of own translation
- recognising the role that gesture plays in oral interaction, including emblematic (hand) gestures, gesturing for emphasis and encouragement, and taboos within Chinese communication, such as pointing directly at someone
- identifying Chinese symbols in print and digital texts (for example, the longevity symbol), and developing ways to convey the culturally attached value when expressing the meaning of these symbols in English

Create own bilingual texts such as signs, displays and posters
[Key concepts: equivalence, idiom; Key processes: translating, identifying, discussing]

(ACLCHC040)



- producing bilingual posters to promote a healthy lifestyle, such as 健康食品
- designing bilingual signs (characters/Pinyin/English) to post on key buildings and rooms around the school that convey short messages such as descriptions of the place or the rules in that place
- developing strategies for using bilingual (Chinese–English and English–Chinese) dictionaries in both print and digital forms to assist with translation

Reflecting

Describe aspects of own identity and reflect on differences between Chinese and English language and culture, identifying how this knowledge can help their intercultural exchanges

[Key concepts: similarity, difference, culture; Key processes: comparing, contrasting]

(ACLCHC041)



Elaborations

- using appropriate forms of address in interactions, including nicknames for friends, greetings such as 嘿、哈罗、吃了吗、校长好, and courtesy phrases when agreeing, thanking, apologising, refusing, declining and leave-taking, for example, 谢谢, 不客气, 对不起, 没关系
- presenting short spoken texts to peers and to Chinese-speaking people in other contexts via digital media, sharing culture-specific aspects of own identity (for example, 我是希腊人, 我周末学希腊语 or football club membership) and discussing their significance
- defining own identity by describing relationships with others, for example, friendship groups (我的朋友是 Lisa 和 George, 我们都很聪明), ethnic group (我是德裔澳大利亚人)
- engaging with Chinese speakers through organised school activities (such as through a video-conference with students at a Chinese school, or welcoming visitors to own school), observing moments when difficulties are experienced in communication and reflecting on the cause of the difficulty
- sharing with peers personal experiences of interacting with Chinese speakers, for example, 'I was really nervous and forgot how to say...'
- observing interactions between Chinese speakers, and discussing the context and language use (for example, a family eating out in a restaurant, noticing the environment, seating arrangements, and how dishes are ordered and presented) and comparing to their own experience

Understanding

Systems of language

Elaborations

Discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing (ACLCHU042)



- recognising familiar language spoken by different voices
- recognising and discriminating between homonyms in Chinese (for example, shì — 是 and 室), relying on contextual cues to assist understanding, and differentiating syllables with different tones, for example, shì (是) and shí (十)
- connecting the sound of spoken Chinese with the spelling and tone marks of Pinyin, for example, reading out words written in Pinyin with attention to Chinese pronunciation and tone; using Pinyin to record the sound of words or sentences encountered

Identify how character structure, position, and component sequences relate the form of a character to its particular sound and meaning (ACLCHU043)



- decoding characters by analysing their structure and the number of components, and recognising familiar components
- applying their knowledge of characters to learn to read and write new characters, and developing strategies for learning, for example, making connections between characters with a common component (你、他、们)
- identifying different meanings of key morphemes used in different contexts, for example, 天, 日, 二/两, 你好 versus 好玩

Form sentences to express details such as the time, place and manner of an action and to sequence ideas (ACLCHU044)



- developing knowledge of metalinguistic terminology, discussing, for example: What is the plural form? How do we know it's plural when reading in English? Can we tell when we read a Chinese word?
 - recognising that in Chinese, verbs convey tense without verb conjugation, for example, explaining why 有 can mean 'have', 'had' and 'will have'
 - comparing the use of tenses in English and Chinese, for example, how future tense is often expressed through time phrases in Chinese (我明天去北京, 下个星期去上海)
 - identifying the use of adverbial phrases, and extending understanding of sentence structure using subject–time–place–manner–verb–object, for example, 我星期一上学。我在墨尔本上学。我走路上学
 - examining the clauses of a sentence in Chinese and noticing how they are linked coherently, for example, 他叫王晓明, (他) 是我的朋友 (i.e. no subject/pronoun)
 - applying processes of discourse development, including joining (也、和), contrasting (但是) and sequencing (就) information
 - using alternative language to clarify intended meaning, for example, saying 我不胖不瘦 when they don't know the phrase 中等身材
-

Notice how the features of text organisation vary according to audience and purpose (ACLCHU045)



- describing the major features of familiar text types in Chinese, and experimenting with analysing Chinese texts, for example, recognising the 'problem' and the 'resolution' in a narrative
- identifying the purpose and intended audience and context (for example, digital, online or face to face) of a range of familiar texts
- exploring features and conventions of Chinese text, including lack of word spacing or use of punctuation, and variability in text direction, and comparing texts in traditional characters with texts in simplified characters
- understanding the use of Chinese-specific punctuation, such as double quotation marks to signal a quote

Language variation and change

Elaborations

Understand that Chinese is characterised by diversity in spoken and written forms (ACLCHU046)



- knowing that Putonghua is the standard spoken language used in China and the main Chinese language taught in other areas of the world
- understanding that there are simplified and traditional Chinese characters, and exploring examples of both forms to identify differences, for example, 门 and 門
- exploring how the Chinese language has changed in response to modern life, such as the inclusion of English terms in everyday language; recognising 'borrowed words' / 借词 in Chinese from English (for example, 咖啡, 澳大利亚), and in English from Chinese (for example, tofu), and discussing how and why these types of words are introduced
- noticing the use of English words or phrases in Chinese interactions (for example, 拜拜, or a few words of English in a Chinese pop song), and discussing the reason for the 'code-switching'
- examining the role of myths, legends and 成语 in contemporary language use (for example, reading texts containing 成语, such as 井底之蛙, 画龙点睛 within 成语故事) and discussing their intended meaning, and the cultural importance of employing classical language in contemporary contexts

Examine how language is used to clarify roles and relationships between participants in interactions (ACLCHU047)



- comparing values and beliefs across cultures and identifying how Australian cultural values such as mateship are expressed through language
- exploring the nature of the concept of 'family' in Chinese culture and how this influences relationships between individuals, for example, addressing adults as 叔叔 or 阿姨

The role of language and culture

Elaborations

Explore the ways in which everyday language use reflects culture-specific ideas, such as the influence of age, gender and social position on language choices (ACLCHU048)



- exploring cultural values conveyed in expressions relating to celebrations, for example, by asking: 'In the colloquial phrase 合家团圆, what is 团圆? Why wish people 团圆? Does this have the same meaning in Australian culture? What's the relationship between the language use and the Chinese values in this phrase?'
- applying appropriate choices of pronouns and labels when referring to others in interactions, for example 您/你; 小张/张晓琴

Years 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Chinese to initiate and maintain interactions. They describe and give information about themselves and their preferences, their environment, experiences and interests, for example, 我很喜欢唱歌。我的学校很漂亮。我觉得澳大利亚是很好的国家。 They use simple questions (for example, 请问...？你是哪国人？你会说汉语吗？) and seek clarification, for example, ... 对吗？ They access information from a range of print and digital resources (for example, 课文, 菜单, 宣传单, 图样, 地图, 课程表, 日历, 行程表, 天气预报) and summarise key points in order to inform others and organise activities, for example, 我们这个星期六去打球, 好吗？ They engage with a range of imaginative texts. They use intonation and stress to engage audiences and participants. They translate everyday expressions (for example, 好久不见 or 不谢) and use context to assist with interpretation. They produce short informative and imaginative texts. Sentences include details of time (for example, 八点, 十二月二日, 星期五), place (for example, 在澳大利亚, 在墨尔本, 在家) and participants, for example, 我的朋友, 小明的哥哥. They use prepositions and possessive clauses, including 的. They use a range of verbs, including verbs of identification and existence (是), and some modal verbs (喜欢、会) to express interest or ability; they negate with 不 or 没. They use simple connectives such as 和 and conjunctions to connect ideas.

Students explain the nature of tone-syllables, for example the role of tones in meaning making. They recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing. They use Pinyin to transcribe spoken language. They identify how the relationships of participants and context affect interactions. They identify the features of familiar text types in Chinese and use these features to assist in interpreting meaning. They recognise that variations exist within the Chinese spoken and written language, and identify examples of this, particularly within their own community. They recognise and describe features of Chinese culture reflected in communication practices, and apply this knowledge to their own interactions with Chinese people.

Years 7 and 8

The nature of the learners

These years represent a transition to secondary school and students in this pathway are continuing to study Chinese bringing with them a capability to communicate, with some assistance, about their immediate world and China.

Chinese language learning and use

The systems of writing and speaking in Chinese are distinct. Because of the role of character learning and its impact on reading and writing, learners can accomplish a higher active use of spoken language than written language. As a result, engagement with Chinese language is primarily through speaking and listening. Students use Chinese for self-expression, to access new information and to share their knowledge and experiences with others. Pinyin remains an important tool for learning the sound of new words, associating sounds with characters, and creating digital texts in characters.

Contexts of interaction

Students actively use Chinese in a range of everyday contexts for purposes such as socialising with peers, transacting and getting things done, sharing information and engaging in performance with a range of known participants, including native speakers and peers.

Texts and resources

Students explore a range of written texts, developing strategies to interpret meaning where not all characters are known. They read, respond to and create digital texts, including blogs, biographies and opinion pieces, using a variety of technologies and software.

Features of Chinese language use

Chinese is the language of instruction and interaction, and is used in more elaborate ways as students extend their knowledge of the grammatical system and its use through spoken and written communication. Students experiment with language, exploring how cultural meanings are expressed. They analyse how messages are conveyed across languages, and apply their skills in mediating between Chinese and English in different contexts and situations. Classroom discussions focus on exploring and extending their range of contexts and audiences as they develop their personal communication skills.

Level of support

Students are supported to develop increasing autonomy as language learners and users, to self-monitor, and to adjust language in response to their experience in diverse contexts.

The role of English

English is used as appropriate to allow for explanation and discussion on issues associated with analysis of language, reflection on experiences, and comparisons across languages and cultures.

Years 7 and 8 Content Descriptions

Communicating

Socialising

Elaborations

Initiate and sustain interactions with peers and familiar adults to plan and arrange activities or social events in the context of the school or local community, and vary spoken language in response to the needs and demands of other participants
[Key concepts: event, celebration, experience; Key processes: transacting, negotiating, suggesting, requesting, explaining]

(ACLCHC049)



- participating in conversations about personal experiences, expressing opinions about what is common to these experiences, for example, 我们的老师教我们很多东西。我们都很喜欢他
- comparing feelings about music, TV programs or sports, and asking questions to seek ideas, request repetition, clarify meaning (for example, 你喜欢看电视, 不是吗?) and enhance mutual understanding, for example, A: 我不太喜欢听流行音乐, 我更喜欢摇滚乐, 因为摇滚乐很有意思。B: 古典音乐怎么样? 古典音乐也不错
- negotiating with peers in relation to school policies and procedures, by affirming, accepting, clarifying, suggesting and recommending, for example, 小明, 明天去动物园要穿校服吗?
- visiting Chinese-owned stores in the local area and specifying number or nature of items required; requesting, negotiating and accepting prices; and completing transactions, for example, 我们什么时候去...?, 我们去哪儿买?, 我们要买什么?
- participating in class role-plays of shopping scenarios, including expressing opinions about quality of goods (for example, 这条红色的裤子真好看), making comparisons with the same product or service from other retailers or service providers (for example, 他要一百块, 你要一百三十块), and expressing satisfaction or dissatisfaction with price, for example, 太贵了
- negotiating with classmates to determine an appropriate gift for an overseas visitor, acknowledging ideas and opinions of others and expressing agreement (for example, 好的) or disagreement, and offering alternatives, for example, 我觉得巧克力不好, 考拉拼图怎么样?

Correspond with peers and other familiar participants to plan activities, and compare opinions on and attitudes towards different cultures
[Key concepts: relationship, experience, community; Key processes: sharing perspectives, exchanging, corresponding]

(ACLCHC050)



- exchanging personal information via social networking sites, for example, 你是哪国人? 你喜欢学习汉语吗?
- sharing information about life in different cultural contexts, expressing ideas and opinions, for example, 中国人喜欢吃米饭, 澳大利亚人喜欢吃面包, 你呢?
- sharing opinions about school or family life, including 我的学校, 我的老师, 我的好朋友, 我的一家人, and linking ideas to explain and support a position or view, for example, 我的姐姐喜欢音乐, 也很喜欢体育; 我除了踢足球以外, 还打板球。我觉得运动很有意思

Informing

Elaborations

Analyse and summarise relevant information obtained from a range of spoken sources and convey this information to known audiences through a range of texts

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

(ACLCHC051)



- documenting specific details of events, customs and lifestyles presented in multimodal sources such as video clips and face-to-face interviews in order to summarise the information, for example, 中国人很喜欢喝茶, 澳大利亚人喜欢喝咖啡
- listening to and viewing celebrity interviews, news reports and documentaries to identify key information such as names of people and places, time and date, attitude and opinions, for example, 秦始皇, 西安, 北京, 星期三, ...很可怕, 我很喜欢她, 她是一个很棒的演员
- listening to and viewing factual spoken texts and paying attention to voice, gesture and language choice to identify the strength of opinion or degree of emotion expressed, for example, recognising strong dislike expressed in 我一点儿也不喜欢 compared to 我不喜欢
- interviewing teachers or other familiar adults about their experiences (for example, 他小时候每天都骑自行车) and presenting this information to the class, quoting the source of information [有人说; 她告诉我; 根据这个节目介绍]

Locate, classify and organise relevant information, including analysing data in simple diagrams, tables and graphs, and represent this information for known audiences

[Key concepts: lifestyle, change, trends, place; Key processes: summarising, comparing, contrasting]

(ACLCHC052)



- comparing travel brochures to identify places of interest, public transport information and activities
- recognising the word/phrase boundaries in 我们学校/有/二百八十七个学生 and applying knowledge of Chinese information-sequencing rules, for example, using the knowledge that Chinese speakers organise information from most general to most specific in order to locate details in a Chinese address
- identifying the common organising categories in tables or graphs, for example, deducing that 国籍 means 'nationality' by determining the meanings of 中国, 澳大利亚 etc. in a table column

Creating

Elaborations

Engage with imaginative texts, observing how characters, emotions and attitudes are portrayed, express opinions about these aspects of an imagined experience and apply this knowledge in their own performances and texts

[Key concept: emotion; Key processes: expressing, responding, performing]

(ACLCHC053)



- identifying how features of performance, including the use of posture, movement, voice, images and sound, are used to convey different emotions and attitudes, for example, 她跑得很快; 音乐听起来很轻快; 森林里很暗; 我很害怕
- writing a short dialogue about an emotion and performing it in groups
- expressing and justifying their music preferences, for example 我喜欢这首歌, 因为歌词很美
- producing short performances, for example, a skit about celebrating Spring Festival, a simple lyric for a song about school life, or a rap about being a student of Chinese
- noticing how emotion is expressed in song, film or poems and discussing its impact on listeners and viewers
- reflecting on the language, beliefs and values of characters in traditional and modern literature and Chinese popular culture, and comparing different students' responses to the same story, event, character or place, for example, viewing excerpts from contemporary films and discussing personal responses to and the sociocultural context of the film

Create written imaginative texts to describe experiences involving imagined people and places

[Key concepts: imagination, creativity, emotion, love, hate; Key processes: expressing, responding]

(ACLCHC054)



- collaboratively creating stories with imagined characters and settings, capturing the characters' experiences in different cultures, for example, 《James在上海》
- writing a creative account of an imagined experience with Chinese visitors in the local community, such as hosting a Chinese student or taking a tour group to a local sporting event
- writing a recount of an adventure, for example, 《xxx历险记》
- using descriptive language to set the scene and capture the reader's imagination, for example, describing the sound of traffic and the smell of breakfast stalls on a busy morning in a Chinese town
- exploring how alternative words can be used to convey varying attitudes and degrees of emotion towards people, places and events, for example, 我真高兴。你快乐吗? 他很幸福!

Translating

Elaborations

Translate texts for different audiences varying the language to explain key points for these different audiences

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

(ACLCHC055)



- identifying the challenges of translating some concepts (for example, 'descendant of dragon', 龙的传人), and developing strategies to overcome these challenges, for example: What is lost in translation? Why can't we just translate word for word? Why does context matter?
- translating short phrases or texts, noting culture-specific words and phrases and discussing alternatives, equivalence or non-equivalence
- discussing reasons for producing different versions of texts for different audiences
- describing the impact of subtle differences in language use and the way meanings are implied rather than explicitly stated, for example, the use of 吧 to indirectly reject or refuse others in 我能来看看你吗? --- 不太好 吧?
- avoiding literal (word-for-word) translations when trying to convey the intended meaning, for example, mediating a response to a compliment such as 你的衣服真漂亮。--- 哪有啊?
- reading bilingual signs in places such as restaurants, shops, pools, schools, hospitals and construction sites (for example, 出口 — 'exit', 入口 — 'entrance'), determining the effectiveness of the English translations and analysing possible reasons for such interpretations
- comparing word choices for warnings across languages, and discussing ways language is used to convey rules, expectations and permission, for example, comparing 闲人免进 to 'Staff Only'
- exploring a range of dictionaries, including online translation tools, and considering how these tools help or hinder in Chinese learning

Create short bilingual texts on topics of personal interest and on key content from other learning areas and provide subtitles or commentary to assist meaning

[Key concepts: bilingualism, identity; Key processes: translating, interpreting]

(ACLCHC056)



- translating special terms from their favourite subjects into Chinese, for example, 加、减、乘、除
- producing bilingual instructions for classmates, explaining how to perform a particular activity relating to their favourite game or subject
- preparing a voiceover text in Chinese for a video presentation about the Chinese language program or the school environment and adjusting anything that is unclear before voice recording

Reflecting

Elaborations

Reflect on the cultural significance of how different groups and members of groups name themselves and are represented by others

[Key concepts: identity, group, name; Key processes: describing, considering, reflecting, developing]

(ACLCHC057)



- comparing Chinese and western cultural symbols, for example, the symbol of the dragon, 龙 across western and Chinese cultures
- sharing information about their own membership of diverse groups and exploring how this is expressed in Chinese, for example, 每年春节小明的妈妈都会包饺子。安娜的妈妈每年圣诞节都烤火鸡
- exploring the role of language in the formation and expression of identity, for example: Why does my classmate go to Chinese school on Saturday? Why do I speak Chinese to my teacher but feel strange speaking it to my classmates?
- analysing expressions of identity encountered in Chinese texts and interactions, and comparing these with their own assumptions about Chinese people and with their own expressions of identity, for example, 龙的传人 (descendant of dragon)
- identifying the differences of meaning of multiple terms use to convey a similar concept, for example, comparing representations of foreigners in 外国人有一些不同的习俗 to 老外都很奇怪
- reflecting on their own cultural values and norms, comparing them to those of Chinese speakers, and asking, for example: Which of my own values are non-negotiable, and which Chinese values do I feel I should validate and support?

Understanding

Systems of language

Examine differences in sounds and tones, and patterns of sound flow in speech (ACLCHU058)



Elaborations

- discriminating between sounds heard in oral discourse, including the range of vowel and consonant combinations, for example, 'qin' versus 'qing' and 'chi' versus 'ci'
- examining the diverse meanings of words that share similar sounds (for example, the many meanings of the sound 'shi'), and learning how to differentiate between 同音词 and 近音词 in different contexts, for example, 买东西/卖东西
- comparing examples of regional variations in pronunciation, for example, the Beijing use of 儿 and the southern pronunciation of 'shi' and 'si'
- listening to interactions between unfamiliar voices at diverse speeds or levels of clarity to develop auditory and comprehension skills

Interpret texts by inferring meaning from common character components or position of components, and analyse how reliable this method is in translating (ACLCHU059)



- estimating the probable sound and meaning of characters based on understanding of familiar radicals and phonetic sides when reading unfamiliar texts, for example, 鸡鸭鹅莺; 但担旦胆
- analysing characters containing a common component or side, for example, explaining the features of position, phonetic function and range of sounds in the characters 请清情晴精睛猜
- describing characters to classmates by naming their components or sides in sequence, for example, 亻 ('standing man') on the left, 言 ('words') on the right = 信
- exploring the use of diverse character-morphemes to express similar ideas (for example, identifying multiple characters for 'food' — 饭、菜、食、餐), and organising and classifying words containing these characters to understand their context of use, for example, 早饭、中国菜、食物、餐厅
- recognising the two-syllable preference in Chinese nouns, and applying this understanding when reading for meaning in words with suffixes such as 学校、学生、学习
- exploring the nature of common idioms (成语) and inferring their meanings based on the meanings of individual morphemes and contexts of use, for example, 年年有余、人山人海

Identify and apply features of Chinese grammar and sentence structure to organise and sequence ideas in oral and written texts (ACLCHU060)



- comparing ways in which tense is expressed in Chinese, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; verb negation (没有) to indicate incomplete past; and 正在 to indicate action in progress
- exploring the use of diverse time expressions and ways to sequence events in time, for example, 先...然后; 一...就...; ...了, 就...; 才; 第一; 然后
- comparing the functions of prepositions, and discussing the importance of context when determining their meaning in texts, for example, 跟; 对; 给
- exploring and applying the use of conjunctions to sequence and connect ideas when constructing texts, for example, 不但...而且...; 虽然...但是...
- using different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是...; 我哪儿有...?; 我没有办法...; 我不能...; 不行; 别; 不准

Analyse how authors adjust features of different text types for different purposes and audiences (ACLCHU061)



- comparing diverse genres with similar topics (for example, 生日会的安排 and 我的生日日记), recognising the differences in purpose, focus of information and language choice
- analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing

Language variation and change

Elaborations

Investigate the extent and dynamic nature of Chinese language use locally and globally (ACLCHU062)



- exploring the ways in which Chinese language use is fostered among local communities and the use of Chinese in local media such as community radio, TV, newspapers and magazines
- exploring the use of 普通话 as a lingua franca in Chinese-speaking communities, and identifying terms used in different regions to express a similar idea, for example, 普通话 versus 国语; 达人 vs 高手
- viewing words in 繁体字 in familiar contexts and applying their understanding of the simplification process to determine the possible meanings and the 简体字 equivalent, for example, 个-個; 说-說; 边-邊
- discussing the use of 繁体字 and 简体字 in Chinese-speaking communities today, including the revival of 繁体字 and the spread of 简体字 in diverse communities
- examining how globalisation is impacting on Chinese values and language use, for example, how responses to praise are shifting to reflect a western concept of gratitude (谢谢) rather than the modesty of the past (哪里哪里)
- reading texts consisting of 名人名言 (such as 孔子说: 有朋自远方来, 不亦乐乎), and discussing the cultural meaning of the quote and how it is relevant to contemporary language use

Explain how the Chinese language adapts to social and technological changes (ACLCHU063)



- enquiring into the use of internet language, including numerical representations of words (for example, 55555 = 呜呜他在哭) as a means of private communication among youth
- exploring the use of mobile phones and the internet to replace old ways of communication, for example, texting or emailing New Year greetings instead of going to 拜年 in person
- comparing features of correspondence and the circumstances in which some forms of correspondence are preferred, for example, why 贺节短信 is popular as a way to save time and money
- exploring the ways in which new words and phrases are incorporated into everyday communication in Chinese, for example, how English expressions of emotion (去happy吧) are used in chat forums and text messaging, and how Pinyin abbreviations are used to replace characters (L P = 老婆)
- examining how the adaptation of words reflects and encourages cultural change, for example, gender equality is reflected in the use of 妳 to address females and 他们 to include both men and women

The role of language and culture

Elaborations

Compare and reflect on how cultural contexts influence the way language is used within and across communities (ACLCHU064)



- identifying the things they take for granted in communication (for example, a shared understanding of gesture, body language and nuances), and reflecting on how these aspects may be interpreted differently by others
- discussing how language use varies between communities, and reflecting on how communication is shaped by a community's geographical location, languages and cultures, for example, 计算机 / 电脑, 哪儿 / 哪里
- reflecting on how particular words of cultural significance may be interpreted differently by others, for example, 'mate' in Australian context and 兄弟 in Chinese context
- inferring the relationship of participants in a spoken interaction by observing word choices and gestures, for example, 老张 / 张校长/张小明, and asking: What titles and terms of address are used for individuals in Chinese? How do these titles compare to English practices?

Years 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Chinese to sustain interactions in a range of social and personal contexts. They exchange ideas and opinions, for example, 你要去看电影吗? ;我们可以六月份一起去. They summarise the main points of information about known content from a range of spoken and print sources (for example, 电视节目, podcast, 电话留言, 广告, 老师推荐的网站, 书籍, 图书馆目录, 游记), and convey the relevant information in a range of texts. Students respond to and create simple imaginative and informative texts. Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但...而且...; 因为... 所以...), as well as time expressions (for example, 先...再...), and tense markers such as 了、完 to sequence events and ideas. Students make comparisons (for example, 比; 跟...一样), and provide explanations or reasons for opinions or decisions, using phrases that order and link their ideas. They use reported speech to refer to the ideas of others, for example, 他们认为. They speak with attention to pronunciation, tone and phrasing, using intonation and pitch to add emotion or emphasis to their message. They demonstrate intercultural understanding by varying their language use for different audiences and purposes.

Students describe the distinctive spoken and written language systems of Chinese using metalanguage. They know that character components can contribute to both sound and meaning of words and they understand how they can be combined to make different words, for example, 中国, 城, 中国城. They identify features of text types such as letters, emails, descriptions and narratives. Students identify how information is structured in Chinese texts, and understand the importance of cultural and contextual cues to correct interpretation of meaning. They explain how features of Chinese culture impact on communication practices, and reflect on their own interactions with Chinese-speaking people.

Years 9 and 10

The nature of the learners

At this level, students bring prior knowledge of Chinese language and culture, and a range of language learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They are considering their future pathways and choices, including how Indonesian could be part of these.

Chinese language learning and use

Students use Chinese for self-expression, to obtain information and present a point of view to others, identifying subtle differences in word use and manipulating language for different purposes and audiences. Pinyin remains an important tool for learning the sound of new words, associating sounds with characters, and creating digital texts in characters.

Contexts of interaction

The likely contexts for interaction are extended to encompass the exchange of information and opinions on topics that will assist students to develop a deeper appreciation of cultural practices and traditions in diverse Chinese-speaking communities'. Learners interact with a broader range of Chinese speakers, using the spoken language to participate in discussions and other interactions.

Texts and resources

Text types include short informative texts from various websites, opinion pieces from personal blogs, and online chat forums conducted in Chinese with users in diverse locations. Students access information and explore texts written in Chinese, developing strategies to interpret meanings where not all characters are known.

Features of Chinese language use

Learners engage in cross-cultural communication and reflect on their own experiences in Chinese. Classmates work collaboratively to exchange information and ideas relating to contemporary issues or events and to share their life experiences. They use creative and expressive language in narratives to express their imagination.

Level of support

Learners are supported to develop autonomy as language learners and users, to self-monitor, and to adjust language in response to their experience in increasingly diverse contexts. They access characters and vocabulary from a range of print and digital resources and online and print dictionaries.

The role of English

Chinese is the language of instruction and interaction. Some discussion and reflection are necessarily carried out in English, but learners at this level are beginning to express

Years 9 and 10 Content Descriptions

Communicating

Socialising

Elaborations

Exchange and elaborate on suggestions and opinions in spoken interactions related to planning and negotiating activities and events, adjusting spoken language for familiar and unfamiliar participants, purposes and contexts
[Key concepts: celebrity, leisure and recreation, built and natural environment; Key processes: planning, negotiating, deciding]

(ACLCHC065)



- participating in discussions and expressing personal opinions on issues relevant to contemporary youth (such as 教育, 环境, 科技, 文化), displaying levels of politeness or assertiveness as appropriate to context, for example, 我希望 versus 我要; 你最好 / 你应该 versus 你一定要
- inviting others to voice opinions and eliciting alternative positions by asking questions such as 你怎么看? 你觉得呢? 你同意吗?, and responding to verbal and non-verbal cues (including silence) from participants
- acknowledging others' ideas, views and opinions when expressing agreement or disagreement (for example, 好的、我同意), and challenging others' opinions using rhetorical questions or concessionary or emphatic phrases, for example, 你说的有道理, 可是...; 你怎么可以说...?; 你说的不对
- commenting on transaction experiences and acknowledging the work of others, for example, 谢谢你的帮助, 但是如果你...就更好了
- planning group events such as an excursion to Chinatown and persuading others to get involved and contribute in different ways, for example, 我们去中国城可以吃到中国的小吃, 你不是很喜欢吃早茶的吗? 你来决定我们去哪个饭店吧

Sustain and extend written exchanges about places, future plans, and contemporary social issues and activities
[Key concepts: relationships, values, beliefs, attitudes, future, work; Key processes: analysing, evaluating]

(ACLCHC066)



- introducing a topic or issue for discussion with others (for example, the importance of China to Australia's economy, the growth of Chinese tourism in Australia, or ways to promote a better understanding of China in Australian schools), and leading the discussion in a manner likely to elicit ideas related to possible scenarios or outcomes
- referring to information stated, or requesting or providing further details in order to clarify or confirm the ideas or views of others, for example, 你说澳洲人对中国的印象是...
- discussing issues, suggesting alternative solutions and making decisions using levels of formality and respect appropriate to audience and purpose, for example, 我觉得这样做更适合; ...可以吗?
- following online media conventions and experimenting with terms such as 楼主 to refer to participants of the shared digital space

Informing

Elaborations

Analyse, compare and present perspectives on topics of interest, identifying the different ways emotions, intentions and ideas are expressed

[Key concepts: celebrity, leisure and recreation, place, education, youth, space; Key processes: comparing, contrasting, negotiating, deciding, persuading]

(ACLCHC067)



- discussing differences in the way events are reported in different media sources, such as local and national Chinese TV news programs
 - collating and analysing data on life in Chinese communities (such as positive and negative experiences of adjustment to life in Australia, impressions of Australian education system, and perspectives on the Australian national character) by interviewing Chinese speakers and utilising a range of graphic organisers to collate and compare ideas from diverse sources and perspectives
 - presenting or supporting a personal position or view by reconstructing information from diverse sources, summarising key points, and using quotes or supporting information, acknowledging diverse perspectives and sources of information and the views of others by using reported speech, and using forms of presentation appropriate to the subject matter, for example, using charts or images to support text
 - gathering information on an issue from different sources and reporting on it to others, using tools such as tables, graphic organisers and charts, and discussing whether the information is similar or different in different sources and why
 - extracting details and main ideas from texts, making judgments about their relevance and discussing contrasting points of view, for example, selecting the main events from an article, identifying core data from interviews, identifying gist and main point/s of a spoken interaction, or analysing different interpretations of meaning in a conversation
 - comparing different perspectives on the same event or on a topical issue such as intergenerational relationships, the environment, or food choices
 - making presentations on aspects of cultural practices and lifestyles in Chinese communities, providing a balanced perspective and avoiding stereotyping, for example, 很多中国人...; 据报道, 百分之三十的人口...
 - creating and displaying posters to raise peers' awareness and help promote the messages of charity organisations conducting work in China
 - sharing own interest in people, places and events in the Chinese world by reading about places and historical figures (such as 秦始皇, 毛泽东) and writing articles for the school newsletter to inform others, recommending further reading and websites (Chinese and English)
-

Collate and present different perspectives on a range of issues from different sources

[Key concepts: ideograph, issues, career, future; Key processes: extracting, collating, identifying]

(ACLCHC068)



- exploring websites designed for non-Chinese audiences, identifying relevant information on research topics such as 中式饮食, 娱乐活动, and comparing sources, differentiating between fact and opinion, and identifying information which is not credible or which is too value-laden
- reading and sharing key information from diverse authors, making connections between the author's opinion and attitudes towards particular topics (such as 中国的独生子女) and their background and experiences
- sharing ideas on sources of information and explaining ways to utilise these sources, with examples or data to support their opinions
- preparing visual displays of data or information gathered from personal research to share with Chinese-speaking peers on features of lifestyle or experiences of Australian young people, for example, educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for an Aussie teenager

Creating

Engage with a range of performance-based imaginative texts, and respond by discussing attitudes portrayed, expressing opinions, explaining themes, discussing characters, and considering language use and cultural meanings, and apply this knowledge to create imaginative texts

[Key concepts: imagination, creativity, emotion, love, hate; Key processes: expressing, responding]

(ACLCHC069)



Elaborations

- viewing episodes of popular TV programs, such as sitcoms from mainland China, Taiwan and other regions, sharing opinions on characters and plot (for example, 我不懂他们为什么吵架。他真的很烦人, 我特别不喜欢他), and relating the situations and contexts in the TV program to similar events in their own life, for example, 如果我是她...; 我觉得他最好...
- listening to popular Chinese songs, comparing themes and content to those of songs popular in Australia, and discussing how popular culture reflects social issues, for example, 家庭的关系 (family relationships)
- creating own dramatic performances to entertain others, with a focus on accuracy of tone and rhythm appropriate to choices in language and gestures
- creating plays with plots that reflect personal opinions on topics of interest (for example, 旅行, 未来), using props to support storytelling, and experimenting with language, image and sound to convey complex ideas and enhance audience appreciation
- presenting own version of a familiar story or event, for example, collaborating to create a voiceover for a segment from a familiar TV show or commenting a youth sporting event
- reading narratives (for example, personal histories and extracts from teenage fiction) and writing a journal to share personal reflections on the ways of life and experiences portrayed and expressed, providing reasons for their opinions, for example, 这个故事非常...比如说... 你一定要看这本书!

Create written imaginative texts that express aspects of Chinese culture for different audiences and identify how some concepts can be readily translated between Chinese and English and some do not

[Key concepts: values, tradition; Key processes: creating, expressing, reading, writing]

(ACLCHC070)



- creating first person narratives in which they describe experiences and emotions in imagined scenarios and places, for example, 假如我是巨星
- producing cartoon scripts to express traditional Chinese values, for example, 孔融让梨

Translating

Translate a range of Chinese texts and identify how some concepts can be readily translated between Chinese and English and some do not

[Key concepts: semantics, syntax; Key processes: translating, interpreting]

(ACLCHC071)



Elaborations

- identifying core values implicit in interactions in Chinese and explaining these to English speakers, for example, describing the language of celebration, including the origins, significance and meanings of commonly used expressions such as 福如东海、年年有余
- describing interactions, showing consideration of 面子, and discussing the differences in the significance of 面子 when the interaction occurs interculturally
- interpreting key ideas conveyed in Chinese texts, discussing how to maintain the sentiment and intention of authors when retelling or summarising these in English, and understanding why this is important in translation
- reading everyday Chinese texts encountered in shop brochures, product packaging and advertising; identifying challenges involved in conveying meaning in English; and explaining word choices and textual features employed to enhance meaning

Create bilingual texts, identifying similarities between Chinese and English syntax and vocabulary, and explaining how these similarities can be used when transferring culture- or context-specific ideas from Chinese into English

[Key concepts: similarities, cultural positioning, sensitivity; Key processes: translating, captioning]

(ACLCHC072)



- producing bilingual displays about Chinese language, culture or contemporary society to share learning and knowledge with the whole school community, for example, a poster display on Chinese characters, on earthquake-prone areas such as Sichuan, on youth cultures in China, or on the Chinese community in Australia
- creating own texts in Chinese and exploring how word choices impact on the subtlety or accuracy of intended meaning
- considering ways of exemplifying ideas to ensure effective mediation of ideas or information as opposed to word for word translation, for example, 谢谢您！— 不谢！ ('Thank you!' — 'You're welcome!')
- using alternative ways of expressing meanings when communicating complex ideas, for example, 一个孩子 for 独生子女
- using print and online dictionaries to expand their own linguistic repertoire and convey subtle meanings when creating own texts, understanding the risks of word-for-word translation

Reflecting

Elaborations

Compare the experiences of young Australians with those of young people in Chinese-speaking communities, reflecting on how these diverse experiences affect individuals' identity, attitudes and beliefs

[Key concepts: behaviour, youth, lifestyle, social distance; Key processes: comparing, contrasting, reflecting]

(ACLCHC073)



- constructing texts and participating in interactions with young Chinese which involve sharing aspects of their own identities as young Australians, for example, 中国的年轻人喜欢什么运动? 澳洲人喜欢游泳、打板球和打橄榄球
- comparing own experiences and opinions with those of Chinese youth encountered in diverse texts and contexts, for example, exploring how young people feel about school: What is universal? What is culturally specific? What is environmental? Why do we do things a particular way? 大部分澳大利亚的学生功课压力没有那么重; 很多中国学生在食堂吃饭
- viewing texts related to the experiences of young Chinese speakers (for example, 偶像剧), and discussing aspects of their life, world or values conveyed, asking, for example: What assumptions or generalisations are made? How does this impact on our perception of Chinese youth? Does this reflect the reality of Chinese youth?
- exploring diversity within Chinese identity and becoming more aware of this when interacting with Chinese speakers, for example, understanding that calling Chinese speakers 中国人 does not reflect the diversity of Chinese speakers' identities
- engaging in interaction with Chinese speakers and reflecting on how their own language choices are perceived by Chinese speakers, for example: Is my communication culturally appropriate? Should I adjust language and gesture to help convey meaning more appropriately and effectively?

Understanding

Systems of language

Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions (ACLCHU074)



Elaborations

- exploring changes in neutral tone and identifying patterns to aid their own pronunciation and flow of expression, for example, the use of neutral tone for the second syllable when it repeats or does not contribute to the meaning of the first syllable (妈妈、孩子)
- experimenting with tone changes and reflecting on the impact on fluency when speaking, for example: Can I speak more quickly? Do my words sound less forced and more natural?
- exploring the role of emphasis, stress and rhythm in expressing subtle meanings in interactions

Relate prior knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters (ACLCHU075)



- identifying familiar components and characters in different fonts and handwriting, including calligraphy and cursive forms of handwriting
- describing orthographic features of new characters encountered, including the structure, sequence and relationship of components, and explaining connections evident between form, sound and meaning
- recognising that characters may have multiple sounds (i.e. 多音字) and multiple meanings
- identifying the meanings of abbreviations, and analysing examples of abbreviations alongside their original forms to identify the ways in which abbreviations are formed in Chinese
- examining and explaining the relationships between characters and word meanings when encountering new vocabulary
- recognising commonly seen prefixes and suffixes (including 老, 子, 儿) and identifying the functions of the words

Analyse and examine how effective authors control sentence structure and use language to engage their audience (ACLCHU076)



- comparing the use of words that rely on interpretation of context to convey the intended meaning (such as 让、给), for example, listening to and reading several extracts from texts which use the same word in a different way
 - expressing conditions (for example, 如果...就); expressing cause and effect (for example, 为了...); and expressing the condition, quality or result of an action, for example, 坐得下、说得对、做完、买到
 - justifying opinions and building logical arguments by expressing additional information and providing reasons (for example, using 不但...而且...; 除了...以外; 另外), and introducing contrasting views to others using elements such as cohesive devices, for example, 不是...而是...; 不过; 虽然...但是...
 - exploring the ways in which language can be manipulated to make ideas more objective, for example, removal of personal pronouns and opinions
 - examining the use of noun phrases in Chinese and experimenting with omitting nouns (zero subjects) in their own communication
 - experimenting with the use of 成语 and famous sayings to substantiate ideas in Chinese
 - experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我昨天买的书不太贵
-

Compare the purposes, text structures and language features of traditional and contemporary texts (ACLCHU077)



- exploring the use of repetition to add emphasis and strengthen ideas, for example, 不同的国家有不同的文化
- viewing different types of texts on similar topics and recognising differences in discourse of oral and written texts, especially language used, such as 昨天街上人很多。昨天街上人山人海
- analysing features of text structure (for example, layout, expression and tone) and rhetorical devices (for example, metaphor and exaggeration) used to convey a persuasive argument or position

Language variation and change

Elaborations

Explain the dynamic nature of the Chinese language and how changes over time are influenced by local and global contexts and cultures (ACLCHU078)



- recognising traditional characters encountered in the local Chinese community and making note of the simplified character version
- exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms, for example, whole simplifications (为-為), part substitutions (汉-漢) and half simplifications (说-說)
- exploring the role of code-switching by Chinese speakers, including the use of acronyms and English words, and how Chinese authorities are trying to limit the use of these terms in the media

Explain how language defines people's roles as outsiders or insiders in groups and cultures (ACLCHU079)



- experimenting with internet language to communicate with peers in a class blog and recognising the value of technology in exploring and constructing own texts
- considering how they can be more inclusive in their own language use, for example: What questions can I ask to understand others better? What words are best to be avoided? How can I express my opinion without causing offence?
- examining the use of inclusive language and how ideas are framed, for example, the impact of positive versus negative framing on how meaning is interpreted across languages and cultures, such as 足下留情, 小草常青 versus 'Keep off the grass'
- exploring the contexts and implications of terms used to identify others, for example, 老外、华侨、华裔、大陆人、华人、中国人、少数民族

The role of language and culture

Elaborations

Analyse the ways in which language choices reflect cultural practices and values and how language is used to express familiarity and distance between participants in interactions (ACLCHU080)



- exploring how known languages influence their own communicative preferences, such as reflecting the values of one culture when communicating in another, for example, differences in the use and frequency of 'thank you' and 谢谢
- making connections between their first language and how it influences communication in additional languages, for example: Why do Chinese speak English in certain ways? What features of my first language influence how I speak Chinese? How does this affect mediation of ideas between languages?
- interacting with people of different ages and positions, varying language and level of formality according to relative status, for example, using appropriate ways to accept or decline requests, compliments or suggestions (你能不能帮我一点忙? ---- 对不起, 我没有空; 您找谁? - 你爸爸在家吗?)
- examining how concepts such as humour and humility are conveyed in Chinese, and discussing how these may be perceived by non-native Chinese speakers
- reflecting on taboos in language use and how these can impact on communication across cultures, for example: Is it okay to ask someone's age in China? Why do numbers and colours matter? What are we superstitious about in Australia? What hand gestures are acceptable with Chinese speakers? What can I joke about?
- defining familiarity and distance as they relate to language use

Years 9 and 10 Achievement Standard

By the end of Year 10, students use spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts (for example, interacting with Chinese-speaking students online; using Chinese to ask about items in a local Chinese grocery). Students use pinyin to transcribe spoken texts and use characters to create written texts. They identify key ideas and compare information from multiple sources (such as 新闻, 访谈, podcast, 纪录片) to develop and substantiate their own position on topics of personal interest or issues of broader significance. They exchange ideas and opinions, for example, 为什么学中文很重要? ; 澳大利亚的语言; 好用的手机app, 我不太同意你的说法, 因为...你觉得呢? ; 虽然你说得有道理, 但是... 所以我觉得... They speak with attention to pronunciation and tone. Students respond to and create a range of short informative and imaginative texts for a variety of audiences and purposes, for example, 什么是最健康的食物? 如果我...的话. They use a range of sentence structures and grammatical features to develop cohesion and coherence in these texts, including prepositional phrases to describe participants (for example, 我和 / 跟妈妈去买东西), and adverbs to express time, tense and frequency of events, for example, 总是, 还没有. They use conjunctions (for example, 虽然如此..., 尽管这样...但是...) and apply a range of stylistic devices such as rhetorical questions, quotes and 成语. They translate texts and produce bilingual texts, recognising that not all concepts can be readily translated Chinese and English. They engage with a range of imaginative texts, for example, 娱乐节目-小品, 合唱, 音乐录影, 流行歌曲比赛, 电视片, 电影.

Students recognise how writers and speakers, including themselves, make deliberate choices when using language features and text structures. They recognise that language is dynamic and is influenced by time, place, setting, participants and contexts. When interacting with a range of texts they identify how audience and purpose shape their own and others' language choices and interpretation of these texts. They explain how features of Chinese culture and language shape their own and others' communication practices. Students reflect on how their own cultural experience impacts on interactions with Chinese speakers.

The Australian Curriculum Languages - Chinese Second Language Learner Pathway - Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students are beginning their study of Chinese and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Chinese. Students' textual knowledge developed through English literacy learning supports their ability to access similar text types in Chinese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

Chinese language learning and use

The systems of spoken and written language in Chinese are distinct. They are also quite distinct from the English language system. Because of the role of character learning and its impact on reading and writing, learners' spoken language use is more advanced than their written language use; therefore, students will be immersed in the sights and sounds of Chinese. They develop oral language through active listening, observing interactions between native speakers, and using the spoken language for purposes such as socialising, transacting and getting things done, sharing information and engaging in imaginative performance. They are likely to understand more words than they can say or write. They use Pinyin as a resource to support learning, prepare drafts of oral and written texts, and learn new oral vocabulary.

Contexts of interaction

Likely contexts for interaction are familiar classroom routines and structured and scaffolded settings. Students engage with resources and materials, and interact and exchange information and ideas with the teacher and peers.

Texts and resources

Students listen to, read, view and interact with a variety of short modified informative, imaginative and persuasive Chinese texts, including texts that are valued within Chinese culture and community. Texts written in characters may include a Pinyin glossary or character/vocabulary lists as appropriate.

Features of Chinese language use

Learning is conceptual and reflective as students develop their ability to share ideas about language and culture systems and develop their skills in mediating between languages and cultures. Learning and use focus on active exploration of the Chinese language system, which students draw upon to communicate their own ideas and engage in collaborative decision making and action.

Level of support

Correct language use is continuously modelled by the teacher. Students also utilise a range of resources, including online support materials, as well as dictionaries, character lists and glossaries.

The role of English

English is used when appropriate to allow for explanation and discussion and to reflect on students' experiences in Chinese, comparing their everyday communication and experiences to those observed in Chinese language communities.

Years 7 and 8 Content Descriptions

Communicating

Socialising

Exchange feelings, ideas and opinions, establish and maintain friendships and participate in group action
[Key concepts: naming, friendship, politeness, family; Key processes: interacting, exchanging, describing]

(ACLCHC081)



Elaborations

- exchanging greetings with peers and familiar adults, choosing appropriate greetings to suit age or position (for example, 您好, 老师 好) or time of day (for example, 你早, 晚安), and using appropriate tone and intonation
- sharing personal ideas and opinions on experiences such as home life and routine, school and education, diet and food, travel and leisure, climate and weather, expressing opinions and preferences and stating reasons to elaborate the message, for example, 我不太喜欢..., 我觉得...因为
- engaging in class discussion by responding to questions such as 你喜欢运动吗?, expressing agreement and disagreement with others' opinions (for example, 对, 我也很喜欢运动), and making sure that other participants are included in the interaction, for example, 我去过法国, 你呢?
- using set phrases to greet, thank, apologise and ask permission from peers and teacher, for example, 我可以上厕所吗? ; 谢谢; 对不起
- comparing own experiences to the lives of young Chinese people, for example, 我觉得 7:30 上学太早。我不坐地铁上学, 我坐公共汽车上学

Correspond and collaborate with peers, relating aspects of their daily experiences and arranging sporting and leisure activities

[Key concepts: time, etiquette, place, collaboration; Key processes: exchanging, corresponding]

(ACLCHC082)



- participating in posting on a shared blog and exchanging personal information (for example, name, age, nationality, school and year level) with students from sister schools, for example, 你好, 我叫Ann, 我是澳大利亚的学生
- responding to correspondence (such as emails, letters or postcards) by answering questions, clarifying meaning (for example, 你说你想来澳大利亚, 是吗?), seeking further information (for example, 你想一月份来吗?) and addressing requests, for example, 澳大利亚一月是夏天, 很热
- using supporting images in own writing, for example, using emoticons such as >_<||| to enhance meaning in digital communication
- using digital media to produce a bilingual publicity flier for an upcoming cultural or sporting event (for example, 汉语角), to promote Chinese learning among school community members

Informing

Elaborations

Locate and share with known audiences factual information about people, places and events from a range of oral texts
[Key concepts: time, place, number, audience, purpose; Key processes: summarising, synthesising]

(ACLCHC083)



- listening to or viewing public information texts such as weather forecasts and announcements, and identifying specific information and key words, for example, 点, 度, 米, 公里, 元/块
- viewing audiovisual texts such as a cooking program and answering questions from classmates about the key steps and main ingredients, for example, ‘蚂蚁上树’没有蚂蚁。树是粉丝, 蚂蚁是猪肉
- obtaining the gist or specific information in spoken texts by focusing on familiar, predictable items in a flow of words, as well as features of voice, gesture and word choice, for example recognising the emotion and degree of enthusiasm or dislike expressed (for example, 我一点儿也不喜欢... compared to 我不喜欢...)
- representing gathered information by restating key phrases and explaining reasons for actions and feelings, for example, 她很高兴, 因为...
- preparing short presentations of data collected from various sources, including texts in English on familiar people, places and events (for example, 澳大利亚的总理, 澳洲旅游景点, 我是澳大利亚人), and creating supporting visual images such as a timeline

Locate factual information about life in other communities and about aspects of Australian life, including data from graphs and tables, and convey this information to known audiences
[Key concepts: fact, time, place, number, valued knowledge; Key processes: informing, obtaining, processing, stating]

(ACLCHC084)



- locating and identifying key information in written texts such as timetables, calendars, brochures and advertisements, recognising familiar features of texts and organisation of content, and the word/phrase boundaries in sentences such as 我们学校/有/二百八十七/个/学生/
- identifying the categories used to organise graphs and tables by considering common themes across examples listed, for example, deducing that the heading 国籍 means ‘nationality’ by determining the meanings of 中国, 澳大利亚 in a table column
- reading familiar text types such as shopping brochures, understanding particular phrases such as 八折, and working out the final price, with the support of online dictionaries and word lists
- recognising markers of time (for example, 第二天) in a sequence of events to monitor information flow and assist reading for overall meaning
- presenting information in alternative formats to suit different purposes and the needs of the reader, for example, creating graphs or tables to categorise information when contrasting 澳大利亚和中国的地理

Creating

Elaborations

Express opinions about imagined characters and events seen and heard in contemporary media and performances, and create own portrayals of characters using gesture, action, stress, and modelled phrases

[Key concepts: experience, emotion, character; Key processes: performing, expressing, responding]

(ACLCHC085)



- watching segments of texts in Chinese, such as popular music videos from various sources of media, and expressing personal opinions, for example, 我觉得...很有意思
- performing Chinese songs and experimenting with rhythm, voice, emotion and gesture to convey the intended sentiment and meaning of songs and rhymes and enhance performance
- comparing stories and characters in both Chinese and Australian popular media, and exploring themes and topics that interest young people from different cultural backgrounds, such as 澳大利亚的年轻人也很喜欢看动作片。成龙很有名
- creating short plays or skits and taking on roles in imagined scenarios such as visiting or hosting a Chinese friend, a shopping experience or a fashion show
- assuming the role of a young Chinese person in the performance of a play about, for example, celebrating Chinese New Year
- creating and performing a rap about learning Chinese, experimenting with voice, gesture and action to convey different emotions and attitudes, including use of word stress to alter the way meaning is expressed and interpreted, for example, exploring the implications of expressing 不要 with varying degrees of volume and emphasis

Respond to simple narratives and create short texts about imagined characters and events

[Key concepts: experience, imagination; Key processes: recounting, responding]

(ACLCHC086)



- creating digital stories by producing labels for pictures, photos and cartoons in combination with sound, voice and music to convey a sequence of events in imagined contexts
- reading jokes or cartoons in Chinese and discussing how humour is conveyed through words and the presentation of ideas, comparing this to humour in English and discussing whether 'entertainment' means the same thing in different languages and cultures
- reading short texts such as comics and cartoons, and matching labels and speech to the characters to convey ideas and emotions, for example, using euphemistic phrases to capture the emotions and reactions of characters (真的吗? 真倒霉! 哎呀!)
- plotting a storyline, considering: Who is the main character? How can I make this character interesting to readers? How can I sequence my story to grab the reader's attention?

Translating

Elaborations

Translate simple texts from Chinese to English and vice versa, identifying words and phrases in Chinese that do not readily translate into English, using contextual cues, action and gesture to assist translation

[Key concept: politeness symbols; Key processes: translating, interpreting]

(ACLCHC087)



- translating English texts into Chinese, focusing on overall meaning, and identifying how best to interpret key words, for example, the use of 是 after first-, second- and third-person pronouns; numbers with measure words; possessives with 的; plurals
- identifying Chinese symbols in print and digital texts (for example, the longevity symbol), and developing ways to include the culturally attached value when expressing the meaning of these symbols in English
- learning how to look up unfamiliar characters and words in bilingual dictionaries, and experimenting with different online dictionaries and translation tools to investigate how specific meanings are rendered into English
- translating public texts in Chinese (for example, signs in shops and restaurants) into English and explaining their possible meaning and purpose, for example, translating the sign 休息中 on an unlit shop window to mean 'closed' instead of its literal translation, 'resting'
- using etiquette phrases within appropriate contexts and discussing whether the translation of 对不起 is the same across contexts, for example comparing its meaning in 对不起, 让一让 and 对不起, 我错了

Interpret common colloquial phrases and culturally specific practices from Chinese contexts into Australian contexts and vice versa, identifying contextual restraints and considering alternatives

[Key concepts: equivalence, representation; Key process: translating]

(ACLCHC088)



- watching interactions in Chinese between peers or in texts (for example, viewing a segment of a movie), and interpreting the meaning of the dialogue as well as comparing culturally determined manners or behaviour
- interpreting key ideas from Chinese to English with explanation of the context and the use of fixed phrases, for example, discussing what Chinese parents would say to their child when dropping them off at school as the Chinese version of 'Have a good day' (听老师的话, 不要调皮); what is the English version of 加油; and why people say 加油 at a Chinese sports event
- explaining key cultural concepts and practices to English speakers through translation, for example: Do we translate 春节 as 'Spring Festival' or 'Chinese New Year'? Why is 端午节 called 'dragon boat festival' in English? Does this translation capture the essence of this celebration? What is lost in translation? What are similar examples in English?
- considering how aspects of life in Australia that are culturally determined or reflect culture-specific behaviours may be rendered in Chinese, such as Anzac Day, Australia Day, the Ashes cricket

Reflecting

Elaborations

Reflect on personal experiences and observations of using and learning Chinese language in familiar contexts, and use these reflections to improve communication

[Key concepts: respect, context; Key processes: reflecting, observing]

(ACLCHC089)



- discussing appropriate language choices across cultures, for example, when meeting people for the first time or interacting with older people (such as a parent's friend); how presentation of the residential address in Chinese and English reflects certain values in the different cultures
- reflecting on their own English language use in response to their observations of Chinese speakers, for example, the words they use (slang, complex terminology), how they speak (tone, accent), and how they vary their language in different contexts and with different people
- engaging with Chinese speakers through organised school activities (such as Skyping students at a Chinese school or welcoming visitors to own school), recording moments when difficulty is experienced in communication and reflecting on the cause of this difficulty
- reflecting on aspects of their own identity, including what their membership of diverse groups says about who they are and what they consider important, for example, 我是澳大利亚人和日本人; 我是老大; 我参加学校的足球队
- noticing how relationships with others — for example, friendship groups (我的朋友是 Lisa 和 George, 我们都很聪明), ethnic group (我是华裔澳大利亚人) — influence language choices and preferences for learning content
- selecting information to share with a particular audience (for example, students from a sister school in China), asking: Why do I think this information is important to represent who I am? Why do I think my audience would find this information interesting and relevant?
- comparing expressions of identity encountered in Chinese texts and interactions with their own sense of identity, for example, 他是美籍华人
- observing interactions between Chinese speakers, and discussing the context and language use (for example, a family eating out in a restaurant, noticing seating arrangements, the background environment and how dishes are ordered and presented) and how this compares to their own experience
- discussing how language and gesture are used to communicate in English and how these features would be understood when interacting with Chinese people; identifying how their communication styles may need to be altered when conveying ideas in Chinese

Understanding

Systems of language

Elaborations

Recognise the tone-syllable nature of the spoken language, discriminate use of tones, rhythm, and sound flow in interactions, and use Pinyin to support learning the spoken language (ACLCHU090)



- exploring key features of Chinese phonology, examining the range of sounds and recognising how spoken syllables and tones are represented in Pinyin, by spelling words in Pinyin, or reading aloud words and sentences in Pinyin with attention to pronunciation, tone and phrasing
- differentiating between sounds and tones when listening to or producing spoken Chinese, for example, distinguishing between 我买 / 我卖东西, or between 庄 (zhuang) and 专 (zhuan)
- recognising and discriminating between homonyms in Chinese (for example, shì — 是 and 室), relying on context to assist understanding, and differentiating syllables with different tones, for example, shì (是) and shí (十)

Identify how character structure, position and component sequences relate the form of a character to its particular sound and meaning (ACLCHU091)



- learning the number, nature and sequence of strokes; exploring the range of stroke types used in characters; learning to write with a focus on stroke direction and order, and on balance and proportion within the square
- comparing writing across languages, recognising differences in stroke sequences and word formation (letter strings versus character squares), word spacing, punctuation and text direction
- learning the origins and features of components encountered in characters, and analysing the formation of characters, including recognising the frequency and positioning of common components (for example, 人、女、日、月) and their function or relationship to a compound character, for example, 人 in 他、认、从
- decoding characters by analysing their structure and the number of components, and recognising familiar components
- applying their knowledge of characters to learn to read and write new characters, and developing strategies for learning, for example, making connections between characters with a common component (你、他、们)
- identifying contextual meanings of key morphemes in diverse contexts, for example, 天、日、二/两, 你好 versus 好玩
- identifying the relationships between the meaning of individual morphemes in words and exploring how these morphemes apply in a wider range of word contexts
- explaining the use of common suffixes (子、里、面) and key morphemes (电、家、物、机)
- understanding how new concepts are interpreted in Chinese by analysing the nature of technology-related terms expressed in Chinese, for example, 电脑、短信、博客

Identify and use the characteristics of Chinese word order and explain the use of Chinese-specific grammatical features (ACLCHU092)



- analysing the variety of verb types found in Chinese — for example, adjectival verbs (高、大) and modal verbs (会、可以) — and the placement and use of adverbs, for example, 都 to indicate inclusion; 就 to indicate sequence
- identifying the placement of time and place phrases; the use of conjunctions (for example, 和 to add information; 还是/或者 to offer or indicate choices); and the role of measure words, for example, 个、只
- exploring the clauses of a sentence in Chinese and noticing how they are linked coherently, for example, 他叫王晓明, (他) 是我的朋友 (zero subject/pronoun)
- explaining the concept of 'tense' across languages, for example, asking: What tense is used in English to share ideas about a future activity? Can you exemplify how future tense is used in English? How is future tense expressed in Chinese? (我明天去北京, 下个星期去上海)
- applying processes of discourse development by joining, contrasting and sequencing using 也、和、但是、就, and exploring the use of cohesive devices and ways of extending, sequencing and elaborating ideas, for example, through the use of connectives, conjunctions and subject pronouns

Identify the characteristics of familiar text types, noting particular textual features distinctive to Chinese (ACLCHU093)



- exploring features and conventions of Chinese texts, including lack of word spacing and punctuation, and variability in text direction, and comparing texts in traditional characters with texts in simplified characters
- describing the major features of familiar text types in Chinese (for example, narratives), and experimenting with analysing Chinese texts, for example, recognising the 'problem' and the 'resolution' in a narrative
- comparing textual features and language used in different types of written communication within and across languages, for example: How does the formatting of a letter and an email differ in English? Why are there such differences? How does the formatting of a letter in English compare to Chinese formatting?
- discussing how the organisation of information reflects concepts of hierarchy and authority, for example, the placement of the date in personal correspondence; how the address is organised on a letter (小区名, 楼号, 楼, for example, 龙江小区蓝天园15栋2单元504室)
- comparing textual and linguistic features in diverse forms of written Chinese texts, such as letters, emails and text messages, and exploring the use of visual symbols such as emoticons in digital correspondence
- experimenting with features of text presentation in Chinese, for example, text direction, word spacing, punctuation, and overall paragraph format when using squared paper

Language variation and change

Elaborations

Recognise diversity in Chinese language use within different communities and regions, such as dialects, and local languages and character systems (ACLCHU094)



- exploring ways Chinese language use is fostered among local communities and the use of Chinese in local media such as community radio, TV, newspapers and magazines
- identifying examples of Chinese language used in commercial shop signs, advertisements, food and product packaging, and public notices in local areas, and exploring diversity in Chinese character texts by viewing texts containing diverse styles and fonts, including calligraphy scripts, handwriting and digital fonts
- exploring the range and distinctiveness of different dialects in Chinese-speaking communities, including those dialects regularly used in the local community
- knowing that China's minority nationalities have their own languages and exploring the issues in language maintenance in such contexts

Identify traditional phrases and contemporary terms in everyday language use and the role of technology in changing the way people communicate (ACLCHU095)



- discussing contexts where 繁体字 and 简体字 are used in Chinese-speaking communities today and exploring the use of these scripts as an expression of local identity, for example, in Hong Kong and Taiwan, or in local temples, signs and newspapers
- understanding the nature of and reasons for the simplification process by analysing and comparing characters in both systems (简体字 and 繁体字), for example, 门-門; 国-國; 这-這
- appreciating the role of myths, legends and 成语 in contemporary language use, for example, reading texts containing 成语, such as 井底之蛙, 画龙点睛 within 成语故事, and discussing their intended meaning, and the cultural importance of classical language employed in contemporary contexts
- discussing how languages influence each other, for example, how foreign concepts are represented in Chinese; interpreting the meanings of transliterations such as 可口可乐, translations such as 热狗, and hybrid forms such as 因特网
- noticing the use of English phrases and sentences in Chinese interactions (for example, 拜拜, or a few lines of English in a Chinese pop song), and discussing the reason for the 'code-switching'

The role of language and culture

Elaborations

Discuss how language choices reflect cultural practices, including clarifying roles and relationships between participants in interactions (ACLCHU096)



- discussing cultural values reflected in language use (for example, in relation to celebrations) and how they influence interactions, for example, by asking: In the colloquial phrase 合家团圆, what is 团圆? Why wish people 团圆? Does this have the same meaning in Australian culture? What's the relationship between the language use and the Chinese values in this phrase?
- identifying aspects taken for granted in communication (for example, a shared understanding of gesture, body movement and word meanings), and comparing ways people interact across cultures, asking, for example: How do Chinese people use gesture? Which non-verbal cues are shared with English speakers? Do they mean the same thing in both cultures? How does not understanding these differences impact on how we perceive each other?
- exploring the nature of the concept of 'family' in Chinese culture and how this influences relationships between individuals, for example, addressing adults as 叔叔 or 阿姨
- experimenting with multiple ways of expressing similar meanings in Chinese (for example, 你叫什么? 你叫什么名字? 你几岁? 你多大?) and discussing the differences in the context of use
- discussing how different roles and relationships are reflected in or impacted by word choices, for example, whether/when it is appropriate to ask someone's age, when to say 你几岁? or 你多大了? or when to use 你属什么?
- considering the different ways of addressing people in authority (李老师; 王校长) and how this reflects the importance of respect and hierarchy in Chinese culture

Years 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Chinese to interact in a range of familiar contexts. They respond to instructions, questions and directions. They use known phrases to exchange personal information (for example, 我叫...; 我的爸爸是澳大利亚人), seek clarification (for example, 对不起, 我听不懂, 你说什么?), and transact and make arrangements, for example, 你要来我家吗? They use the question particle 吗 and familiar question words (什么, 谁, 哪儿, 几). Students approximate tone, intonation and rhythm but meaning remains clear. They use gesture and some formulaic expressions to support oral interaction. They employ learnt vocabulary to express personal insights and compare experiences on topics of personal interest and significance. They connect ideas using basic cohesive devices (for example, 和, 可是, 所以), express opinions using 喜欢 and 觉得, and give reasons using 因为. In writing, students organise their ideas using time expressions and phrases which mark sequence, for example, 第一, 第二... They apply 不 and 没有 in familiar phrases. They respond to and create simple informative and imaginative texts for known audiences and purposes. They use a range of verbs, including verbs of identification and existence such as 是, and a range of action verbs to describe interests and events, for example, 踢足球, 打乒乓球, 听音乐. They access and organise information from a range of spoken, audiovisual and printed texts. Students use simple sentences and paragraphs, and produce simple descriptions using intensifiers such as 很, 非常, 最. They reflect on their interactions when using and learning languages.

Students are aware of the key features of the Chinese writing system and its differences to the English writing system. They recognise the function of tone-syllables and Pinyin. They explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents. They recognise and describe diversity within the Chinese spoken and written language, and consider the influence of culture on everyday communication, for example, concepts such as respect, politeness and the importance of family. They are aware that literal translation between languages is not always possible, and that aspects of interpretation and translation are affected by context, culture, and intercultural experience.

Years 9 and 10

The nature of the learners

Students have prior experience of learning Chinese 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 Chinese may feature in these.

Chinese language learning and use

The systems of writing and speaking in Chinese are distinct. Learners analyse how messages are conveyed across languages and apply their skills in mediating between languages and cultures. Classroom discussions focus on exploring and extending learners' understanding of contexts and audiences to enhance their personal communication skills. Students access information and explore texts written in Chinese, developing strategies to interpret meanings where not all characters are known.

Contexts of interaction

Students interact with a range of known and unknown participants locally and globally, engaging in discussions about issues of personal interest (for example, relationships at home and school) and developing their ability to speak with confidence, experimenting with flow emphasis and stress to enhance their message.

Texts and resources

Students explore a range of text types, including informative digital media texts, opinion pieces and news, narrative fiction and non-fiction, short videos, TV programs and music. They learn to interpret, create, evaluate and perform different types of texts, such as procedural, persuasive and narrative, across a range of domains.

Features of Chinese language use

Students reflect on their understanding of and responses to their experiences when communicating across cultures. They construct blogs to post online, correspond with others by text message and email, and compose short texts on a range of issues for different audiences and purposes. They use creative, expressive and persuasive language in advertisements and posters relating to contemporary issues or events. They work collaboratively to exchange information and ideas and to share their life experiences with other Chinese speakers around the world.

Level of support

Students continue to develop their communication skills with increasing autonomy while drawing on diverse forms of scaffolding and models, including word lists, digital dictionaries, and teacher advice and support as required.

The role of English

Some explanations and reflection are necessarily carried out in English but learners at this level are able to express some complex concepts and reactions in Chinese.

Years 9 and 10 Content Descriptions

Communicating

Socialising

Elaborations

Interact and socialise with known and unknown participants in familiar contexts to plan and arrange events, and exchange feelings, opinions and preferences

[Key concepts: leisure, neighbourhood, education, time, space; Key processes: planning, arranging, negotiating]

(ACLCHC097)



- introducing self, peers, friends and familiar adults in conversation (for example, 这位是王校长; 这是小王; 这是王一飞) and responding to such introductions, for example, 你好, 小王, 我是...
- stating opinions on school and family life, familiar people, experiences and significant personal events (for example, 我最喜欢圣诞节), and indicating preferences with reasons, for example, 我想去看...电影, 因为听说这个电影很好看
- discussing topics of interest, such as music, TV programs or sports; and asking questions to seek information and opinions, request repetition, clarify meaning (for example, 你说你的生日是明天, 是吗?) and enhance mutual understanding, for example, 我不太喜欢听流行音乐, 我更喜欢摇滚乐, 因为摇滚乐很有力
- expressing apology, appreciation or gratitude in diverse ways, and comparing practices across contexts, for example, considering which term to use in various situations and depending on the relationship between participants (谢谢; 辛苦你了; 麻烦你了; 真对不起; 非常感谢)
- initiating activities among peers, such as 汉语角 to promote Chinese learning in school, and arranging a time and location for this activity, for example, 我们可以星期二练习说汉语。我们可以在教室, 或者在电脑室

Correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action

[Key concepts: travel, environments, community; Key processes: corresponding, exchanging, deciding]

(ACLCHC098)



- corresponding with others via social networking sites, exchanging personal information and requesting information, for example, 你是哪国人? 你喜欢学习汉语吗?
- sharing information about life in diverse environments, expressing ideas with elaborated details to enhance meaning and engage readers, for example, 今天太冷了, 只有零下五度, 还下雪, 只能在家呆着
- sharing opinions about school or family life, including 我的学校, 我的老师, 我的好朋友, 我的一家人, and linking ideas to explain and support a particular position or view, for example, 我的姐姐不但喜欢音乐, 而且也很喜欢体育, 我除了踢足球以外, 还打板球。我觉得运动很有意思
- reading promotional material on topics such as healthy eating, and creating similar texts in Chinese to convey the meaning to Chinese readers, for example, 每天吃五份蔬菜, 两份水果
- identifying unacceptable behaviours at school and devising a set of posters or signs in Chinese to remind people of school expectations, for example, 爱护花草, 请安静, 可回收物/不可回收物, 关闭手机

Informing

Elaborations

Locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken information texts, and convey this information to others
[Key concepts: representation, time, leisure; Key processes: processing, informing, stating]

(ACLCHC099)



- documenting specific details of events, customs and lifestyles obtained from diverse sources (for example, video clips and face-to-face interviews), and summarising the information in order to form a balanced view to share with others
- listening to and viewing texts (for example, celebrity interviews, news reports and documentaries on tourist hot spots) and obtaining gist by focusing on familiar, anticipated items in a flow of words, such as names of people and places, time and date, attitude and opinions
- using dictionaries and other support materials to identify key words, for example, identifying the likely meaning of 七夕 when they hear 农历七月七日是七夕
- interviewing teachers or other familiar adults about their experiences (for example, 他小时候每天都骑自行车) and presenting this information to the class, quoting the source of information, for example, 有人说; 她告诉我
- producing multimodal presentations to deliver information about aspects of leisure activities, education or community life (for example, 澳大利亚的运动), and expressing opinions and perspectives, using data and examples to support ideas, for example, 我觉得这个电影很没意思, 因为...而且... 所以...
- presenting information to others with awareness of audience and context, for example, making appropriate language choices when presenting to adults as compared with presenting to peers

Locate and organise information on topics of interest from a range of written sources to develop a position, and convey this position to a familiar audience in a range of texts
[Key concepts: representation, time, leisure, community; Key processes: selecting, organising]

(ACLCHC100)



- reading tourist brochures and websites detailing lifestyles in diverse locations in the Sinophone world, identifying features of local lifestyles that reflect modernity or tradition, and evaluating the information for relevance, appropriateness and significance
- developing an information kit, supported by visuals, about their local city or region to provide to Chinese visitors via a local tourism website, including details on history, climate, environment, and cultural activities
- composing short texts to report on topics of interest (for example, 中国的茶-澳洲咖啡), providing a range of alternative views on the subject, for example, 有人说... 也有人说... 他们都不知道... 所以...

Creating

Elaborations

Respond to imaginative texts by stating how themes such as relationships, image and acceptance are portrayed, and create own performances to express ideas on personal experiences of these themes

[Key concepts: experience, emotion, beauty, character; Key processes: viewing, listening, responding, creating]

(ACLCHC101)



- sharing opinions on language used in contemporary media for young people, including music videos and TV series, for example, 我很喜欢学这首歌, 它的歌词很美
- explaining meaning of scripts and lyrics, and recognising how feelings/emotions are expressed in 'subtle' ways through the use of stylistic devices or symbolism, for example, 月亮代表我的心
- comparing how the theme of love is represented across different imaginative texts in both Chinese and English, and discussing personal responses, for example, 我觉得这个故事很像...。我不喜欢...因为他..., 如果他像...一样, 那么...
- identifying how media convey a sense of 'right' and purpose in the lives of young people and expressing own opinion (for example, 我觉得他是好人, 因为他帮助老人) and reactions to the situations and contexts represented, for example, 如果我是她; 我觉得他最好...
- portraying a scene from a familiar narrative (for example, creating a skit or short play recounting an event from a well-known novel) and considering how the main characters represent their experiences and express their emotions through their interactions
- creating a Chinese voiceover for a scene from an English language sitcom, experimenting with ways in which language, image, behaviour and humour are used to enhance meaning and entertainment
- collaborating to create short performances, for example, a skit about celebrating Spring Festival, a simple lyric for a song about school life, or a rap about being a student of Chinese
- collaborating to develop an imaginative promotional video to post on a website to sell an innovative product or service, such as a Chinese-speaking toy panda or a peer tutoring service



Respond to and create or adapt simple narratives that describe experiences and characters from folk tales or popular fiction

[Key concepts: experience, adventure, journeys, fantasy, description; Key processes: responding, describing, adapting]

(ACLCHC102)



- composing a creative account of an imagined experience with Chinese visitors to the local community, for example, hosting a Chinese student or taking a tour group to a local sporting event
- creating narratives that hold the attention of readers (for example, beginning a story with 你知道吗?), experimenting with 正叙, 倒叙, 插叙 to sequence events and using descriptive language to set the scene
- collaboratively creating short plays describing the experiences of imagined characters in different cultures, for example, 《James在上海》
- exploring how alternative words can be used to convey varying degrees of emotion and attitude towards people, places and events, for example, 我真高兴。你快乐吗? 他很幸福!
- taking on a role in a story and retelling the story from one character's perspective, describing their feelings and emotions, for example, 我真高兴! 太棒了! 哎哟, 吓死我了!

Translating	Elaborations
<p>Translate simple modified Chinese texts and familiar interactions in different contexts, identifying alternative ways to interpret meaning</p> <p>[Key concepts: respect, directness and indirectness, representation; Key processes: translating, interpreting]</p> <p>(ACLCHC103)</p> 	<ul style="list-style-type: none"> translating intended meaning of an interaction by avoiding literal (word-for-word) translations (for example, mediating a response to a compliment such as 你的衣服真漂亮。--- 哪里哪里！) and recognising that meaning may be implied rather than stated explicitly, for example, the use of 吧 to indirectly reject or refuse others in 我能来看看你吗？--- 不太好吧？ comparing word choices for public signs across languages, and discussing ways language is used to convey rules, expectations and permission, for example, comparing 闲人免进 to 'Staff Only' considering the uses of different measure words in Chinese (for example, 小勺 and 茶匙; 斤 and 克) when comparing several Chinese translations of the same recipe
<p>Mediate descriptions of Chinese and Australian life, identifying what experiences and ideas are not readily translated between cultures</p> <p>[Key concepts: equivalence, assumption; Key processes: translating, interpreting]</p> <p>(ACLCHC104)</p> 	<ul style="list-style-type: none"> analysing Chinese texts alongside their English translations to identify the challenges of translating culture, and developing strategies to overcome these challenges, by asking: What is lost in translation? Why can't we just translate word for word? Why does context matter? reading bilingual signs in places such as restaurants, shops, pools, schools, hospitals and construction sites, and determining the effectiveness of the English translations and possible reasons for such interpretations exploring ways to interpret and explain key concepts and cultural practices identified in Chinese interactions, such as 面子, and experimenting with how to give 面子 in interactions with others translating information about life in Australia to Chinese readers overseas, considering the audience's cultural experiences in order to determine what concepts they would find difficult to understand, exploring ways to elaborate on ideas to ensure clarity of meaning, and focusing on nuances of word formation and context, for example, 澳洲肥牛 ('bushwalking') preparing a voiceover text for a video presentation on the Chinese language program or the school environment, discussing possible interpretations of the text from the viewers' perspective and adjusting anything that is unclear before voice recording considering the different terms used in the Chinese-speaking world to represent 'Chinese person' (中国人, 华人, 华侨, 华裔)
Reflecting	Elaborations

Reflect on the reactions and experiences of participants (including their own) in interactions and observe how languages is adapted to communicate effectively in unfamiliar contexts

[Key concepts: face, disagreement, approval; Key process: reflecting]

(ACLCHC105)



- sharing information about their membership of diverse groups and exploring how this is expressed in Chinese, for example, 我和他是同学, 我们都在这个学校学习。我的姐姐是澳大利亚国家队的运动员
- interacting with Chinese-speaking peers to share aspects of their own identities as young Australians, for example, considering: What aspects of my life and identity would Chinese youth find interesting? How do I want to be perceived or understood?
- identifying how different opinions and perspectives are expressed and how this may be perceived by others, for example, comparing representations of foreigners in 外国人有一些不同的习俗 with 老外都很奇怪
- interacting with teachers and peers and reflecting on how to respond, for example, what to do when they don't comprehend words used or meanings expressed by other participants
- identifying and responding to intended and unintended meanings conveyed in interactions, for example, noticing contradictions between what is being said and the posture, movement, gesture and expression of participants, and asking: How do I interpret participants' real meaning? Are they just being polite or are their words genuine?
- reflecting on their own language choices in interactions with Chinese speakers and how these may have been perceived, for example: Was my communication culturally appropriate? Did I adjust my language and body language to help convey my meaning more appropriately and effectively? How can I seem interested when I am not?
- reflecting on how one's own cultural values and norms may relate to those of Chinese speakers, for example: What are the values held by Chinese speakers? Which of my own values are non-negotiable? What Chinese values do I feel I should validate and support?
- examining the use of inclusive language and how ideas are framed, for example, the impact of positive versus negative framing on how meaning is interpreted across languages and cultures, such as 足下留情, 小草常青 versus 'Keep off the grass'
- considering the role of voice, pitch and pace to encourage involvement of others in interactions and experimenting with modality to empower themselves and others, for example, 你可以 versus 你一定要; 我可能 versus 我会
- exploring the contexts and implications of terms used to identify others, for example, 老外、华侨、华裔、大陆人、华人、中国人、少数民族

Understanding

Systems of language

Elaborations

Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different age, gender, and regional background (ACLCHU106)



- listening to interactions between unfamiliar voices at different speeds or levels of clarity to develop auditory and comprehension skills, and discriminating between sounds heard in oral discourse, including the range of vowel and consonant combinations, for example, 'qin' versus 'qing' and 'chi' versus 'qi'
- examining the diverse meanings of words that share similar sounds, for example, the many meanings of the sound 'shi' and how to differentiate between 同音词 and 近音词 in different contexts (同意 and 统一)
- comparing examples of regional variation in pronunciation (for example, the Beijing use of 儿 and the southern pronunciation of 'shi' and 'si'), and noticing and describing differences in accent and tone when listening to Chinese speakers from diverse regions

Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters (ACLCHU107)



- analysing sequences of characters containing a common component or side to determine the features of form, function and predictability within the group, for example, explaining the features of position, phonetic function and range of sounds in the characters 请 清 情 晴 精 睛 猜
- using understanding of familiar radicals and phonetic sides to estimate the sound and meaning of characters when reading aloud
- describing characters to others by naming their components or sides in sequence, for example, 'standing man' (亻) on the left, 'words' (言) on the right = 信
- discussing the use of 繁体字 and 简体字 in Chinese-speaking communities today, including the revival of 繁体字 and the spread of 简体字 in diverse communities
- recognising traditional characters encountered in their local Chinese communities and noting their simplified character version
- exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms, for example, whole simplifications (为-為), part substitutions (汉-漢) and half simplifications (说-說)
- exploring the use of diverse character-morphemes to express similar ideas, for example, identifying multiple characters for 'food' (饭、菜、食、餐) and organising and classifying words containing these characters to understand their context of use
- recognising the two-syllable preference in Chinese nouns and applying this understanding when reading texts

Analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication (ACLCHU108)



- comparing ways in which tense is expressed, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; the use of verb negation 没有 to indicate negative past; 正在 to indicate action in progress
- exploring the uses of diverse time expressions and ways to sequence events in time, for example, 先...然后...; 一...就...; 了...就...; 才; 第一; 然后
- comparing the functions of prepositions and discussing the importance of context when determining their meanings in texts, for example, 跟; 对; 给
- developing ideas using nuanced structures, for example, using different ways to negate depending on degree of formality or emphasis (我不是...; 我哪儿有...? ; 我没有办法...; 我不能...; 不行; 别; 不准)
- exploring and applying ways of sequencing and connecting ideas through the use of conjunctions, for example, 不但...而且...; 虽然...但是...

Compare the purposes, text structures and language features of traditional and contemporary Chinese texts (ACLCHU109)



- analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing
- applying understanding of genre to determine the purpose and intended message of a text, for example, the use of markers 第一步 and 第二步 in a recipe for fried rice
- recognising the purposes of texts and analysing features of format and language used, for example, in a diary, letter or advertisement
- comparing features of narrative, recount, report and procedural texts to identify ways in which information is structured and sequenced for particular purposes

Language variation and change

Elaborations

Explore the development of Chinese as an international language and as a lingua franca in Chinese communities (ACLCHU110)



- exploring the use of 普通话 as a lingua franca in Chinese-speaking communities and identifying terms used in different regions to express a similar idea, for example, 普通话 versus 国语; 达人 versus 高手
- investigating the dialects spoken in local Chinese communities and understanding why character subtitles are typically added to Chinese films and television shows
- exploring the role of code-switching in the language use of bilingual speakers (for example, acronyms and words which have not been translated from their original English) and how Chinese authorities are trying to change this and limit the use of these terms in everyday media

Explore the role of tradition in contemporary language use and how languages change over time (ACLCHU111)



- exploring the use of classical language such as 成语 and how this refines the style of writing when comparing 口语 and 书面语, for example, 她很漂亮 and 她貌美如花
- reading texts consisting of 名人名言 (for example, 孔子说...), and discussing the cultural meaning of the quote and how it is relevant to contemporary language use, including why it is still quoted widely in modern writing, for example, 三人行必有吾师
- exploring the nature of common idioms (成语), identifying their meanings and recognising how they can be used to add a sense of style to everyday communication, for example, 年年有余、人山人海
- examining how globalisation is impacting on Chinese values and language use, for example, how responses to praise are shifting to reflect a western concept of gratitude (谢谢) rather than the modesty of the past (哪里哪里)
- exploring the ways in which English words and phrases are incorporated into everyday communication in Chinese in digital media, for example, English expressions of emotion used in chat forums and text messaging (去 happy 吧), and Pinyin abbreviations replacing characters (L P = 老婆)
- investigating the use of internet language, including numerical representations of words (55555 = 呜呜他在哭) as a means of private communication among youth
- examining how the adaptation of words reflects and encourages change, for example, gender equality is reflected in the use of 妳 to acknowledge females and 他 to include both men and women

The role of language and culture

Reflect on how language and culture both shape and reflect each other (ACLCHU112)



Elaborations

- reflecting on the values of one culture when communicating in another, for example, differences in the use and frequency of 'thank you' and 谢谢
- exploring how cultural concepts of family and the importance of one's sense of connection to others influence use of language
- analysing the impact on language use of context and relationships between participants, for example, discussing how concepts such as face (面子) and connections (关系) are reflected in interactions between Chinese speakers
- identifying choices made in interactions in Chinese with people from different generations, for example, changes in greetings (吃饭了没有、拜拜、嗨) and forms of address (同志、小姐、师傅) over time

Years 9 and 10 Achievement Standard

By the end of Year 10, students use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts. They exchange information, ideas and opinions and enquire into the experiences and opinions of others, using question words such as 为什么, 怎么, 怎么样 to elicit more information. They summarise and collate information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts. Students observe how texts are created for different purposes and audiences. They respond to narratives, identifying language features that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting language use for different audiences. They justify their opinions with reasons and specific examples (比如), using tone and rhythm emphatically. Students respond to and create a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and describe adjustments they have made in their language use for these different audiences. They use prepositions of time and place, and prepositions to show relationships with other people, for example, 给, 跟, 对. They make comparisons using 比, and describe people in terms of appearance, personality and behaviours, and places in terms of scenery. They use a range of cohesive devices (for example, 不但...而且; 除了...以外; 如果...就) with the support of models and cues. In writing, they organise their ideas according to themes or sequence events using specific time words, temporal markers such as 的时候, 以前 and connectives, for example, 先...然后. They also indicate changes in tense with tense markers such as 了, 过, and use verbs to express modality (for example, 可以, 要, 会, 应该) or intention, for example, 希望, 想, 打算.

Students discern differences in patterns of sound (for example, 'qing', 'qin') and tone in extended speech for different contexts and audiences. They apply knowledge of character components and morphemes to assist their understanding of new characters and words encountered. They analyse grammatical rules, use language appropriate to the form of communication, and compare textual features. Students recognise the key features of grammar and sentence structure that are distinctive to Chinese, such as measure words, and varied uses of verbs (是, 有 and attributive 的), and apply them in new contexts. They are aware of particular issues relating to translating between Chinese and English and recognise that certain concepts cannot be translated readily from Chinese to English and vice versa. They are aware that language use varies according to context, purpose and mode. Students explain how culture and language shape their own and others' communication practices, and reflect on how their own cultural experience impacts on interactions with Chinese speakers.

The Australian Curriculum Languages - Chinese Background Language Learner Pathway - Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Students will have some exposure to Chinese language and culture in the context of their family and community life. They are likely to have high oracy skills but low literacy skills in Chinese. In the school environment they begin to understand how they use more than one language in their daily lives.

Chinese language learning and use

For background language learners the focus is on making connections between their oracy and literacy. Students use Chinese for most class activities and group responses, participating in active listening and action-related talk, games and play. They will be immersed in the sounds and sights of Chinese. They read short texts, share ideas about daily life and adapt the language they know to different contexts. Classroom interactions are mediated by teacher questioning and interactive talk in Chinese.

Contexts of interaction

Students are exposed to Chinese in the classroom and in their home and local community environments. Classroom experiences are likely to be structured compared to other contexts. Students communicate with peers, teachers and known adults. They begin to engage with Chinese culture through participating in community- and school-based celebrations, song and dance. Contexts are focused mostly on the here and now.

Texts and resources

Background language learners are exposed to a range of texts, including traditional oral texts, picture books, stories, rhyming verse, songs, poetry, multimodal texts and dramatic performances. Learners engage with Chinese language and culture through participating in celebrations.

Features of Chinese language use

Students recognise tones as an important element of Chinese speech and learn how the sounds of Chinese can be encoded in Pinyin, using Roman letters that often convey different sounds than students are accustomed to in English. Students view samples of characters as captions to images and as text in storybooks often defined in Pinyin. They learn to recognise basic character forms that represent familiar objects and ideas and convey significant cultural meanings.

Level of support

Chinese language use is scaffolded, prompted and modelled by the teacher.

The role of English

English is used where appropriate to allow for explanation, reflection and substantive discussion.

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Elaborations

Initiate interactions, make requests and establish relationships with teachers and peers

[Key concepts: belonging, home, family, friendship; Key processes: requesting, greeting, thanking, introducing]

(ACLCHC113)



- introducing oneself to initiate conversation for example, 我叫 Johnny, 我的中文名字叫小强, 你叫什么?, interacting with teachers and classmates, sharing ideas about familiar topics such as family (for example, 我有一个姐姐, 一个弟弟) and daily life, for example, 我妈妈会做饺子
- responding to questions about and describing features of their own world (for example, 我的学校不大) and seeking more information by asking questions such as 你是 Emily 的妹妹吗?
- using pictures and prompt cards to participate in conversations
- introducing classmates (for example, 我叫 Anna 。我五岁) and expressing gratitude, for example, 谢谢

Collaborate with others in group activities and contribute to learning activities

[Key concepts: self, family, home; Key processes: interpreting, locating]

(ACLCHC114)



- making suggestions when working together and allocating jobs for members of group, for example, 我们一起唱吧; 我们唱, 你跳舞
- following the teacher's instructions and responding to questions with reasons (for example, 我不高兴, 因为我累了), using language appropriate to class context (for example, 老师, 我写完了) and making requests in an appropriate manner, for example, 老师, 我可以喝水吗?
- including others and recognising participants in group work, for example, Lisa 是我的好朋友; 我们组有...
- making cards for special cultural events such as Chinese New Year or personal events such as birthdays, copying short good wishes from modelled text, for example, 生日快乐
- recognising and copying characters relating to various events described in books, and noticing the formation of characters and spacing
- collecting examples of common Chinese characters found in familiar settings such as signs and labels, for example, 八 (8), 面 (noodles), 春 (spring)
- creating drawings to support written communication in cards, posters and visual displays

Informing

Locate information about people and objects from a range of sources, and sequence events

[Key concepts: same, different; Key processes: identifying, sharing]

(ACLCHC115)



Elaborations

- sharing information with the class on topics of interest (for example, 我的宠物), providing information and answering peers' questions, for example, 我的猫很小, 有棕色和白色的毛
- identifying details about people and events heard in media texts, including children's educational TV programs

Convey simple information to peers using illustrations and gestures to support meaning, and respond to questions from others

[Key concepts: family, home, routines; Key processes: greeting, thanking, imitating]

(ACLCHC116)



- presenting their learning by creating pictures and labelling them to elaborate concepts, for example, 春天; 中秋节
- presenting and expanding on details of the topic, and answering peers' questions, for example, 我的猫很小, 有棕色和白色的毛
- presenting their knowledge of places in China and Australia, such as places they have visited or where they have relatives, supported with photographs, for example, 我的奶奶住在北京
- sharing their knowledge of the world through and responding to questions from others, for example, 中国有什么动物? 澳大利亚呢? / 中国大还是澳大利亚大? / 你抱过考拉吗?
- creating posters on a cultural topic such as 'Chinese food' and selecting images and texts from magazines, newspapers and brochures to illustrate key ideas with character words such as 好吃
- identifying familiar words and concepts drawn from recent learning in other subject areas, for example, 数学 (形状) 和 科学 (自然现象)
- making connections between their knowledge of the world and their Chinese learning to infer meaning of words, for example, to guess the meaning of 尾巴 in 猫有长长的尾巴, 人没有尾巴

Creating

Participate in and respond to performances and shared reading of children's stories, songs and rhymes with a focus on rhythm, gesture and stress

[Key concept: imagination; Key processes: participating, responding]

(ACLCHC117)



Elaborations

- performing songs and rhymes, noticing rhythmic features such as 押韵 and experimenting with stress and gestures to help convey meaning
- interpreting language, facial expressions and other visual clues to inform own response to characters and stories presented in animations or songs
- singing 儿歌 and 童谣 and discussing the traditional ideas and morals they convey
- creating short plays based on extracts from familiar stories such as 《饥饿的毛毛虫》, using puppets and props





Create own representations of imagined people or events using illustrations and actions

[Key concept: imagination; Key processes: sharing, experimenting, reading, viewing]

(ACLCHC118)



- expressing opinions about characters or retelling the storyline after viewing or listening to stories, for example, 我觉得...真讨厌!
- selecting words from lists to produce captions for images related to familiar narratives heard or viewed in Chinese
- copying from models to convey meanings for a sequence of images, such as creating sequential captions for photos, pictures and paintings
- using characters and images to convey ideas in imaginative texts, for example, using pictographs such as 马, 田, 山 to illustrate an imagined event
- experimenting with storytelling by rewriting a segment of a modelled narrative text by replacing characters, actions or descriptions of objects

Translating	Elaborations
<p>Explain the English meanings of Chinese words and simple phrases heard or seen in everyday social contexts [Key concept: belonging; Key processes: translating, moving between]</p> <p>(ACLCHC119)</p> 	<ul style="list-style-type: none"> discussing Chinese words or expressions that appear to have no equivalent in English, for example, 不要客气, 快吃吧 stating the English equivalent of common Chinese expressions, for example, 对不起, 没关系; 谢谢, 不谢 discussing meanings of colloquial phrases used on specific occasions (for example, 恭喜发财 to give New Year wishes), and exploring how such sentiments are expressed in English
<p>Create simple bilingual vocabulary lists identifying and comparing vowel and consonant sounds in Chinese and English [Key concepts: bilingualism, vocabulary; Key processes: translating, interpreting]</p> <p>(ACLCHC120)</p> 	<ul style="list-style-type: none"> sharing knowledge of Chinese with others, explaining features that differ from English, for example, how periods of the day are defined and word order for date and time comparing ways of communicating and interacting in Chinese and English by identifying similarities and differences in features such as gestures, greetings, titles
Reflecting	Elaborations
<p>Reflect on aspects of their Chinese identity and personal relationships with others [Key concepts: belonging, place; Key processes: reflecting, observing, noticing]</p> <p>(ACLCHC121)</p> 	<ul style="list-style-type: none"> discussing the importance to their own identity of speaking Chinese to connect with older relatives, and the wider Chinese-speaking community, for example, 我会说中文, 我可以用中文跟上海的爷爷打电话 sharing information about their family background, such as country of origin, languages and dialects spoken, and current locations of extended family, for example, 我爸爸是从中国来的。他会说普通话和上海话 sharing own likes and dislikes and discussing features that reflect their cultural identities, such as preferences relating to sport and leisure activities, food, and TV programs, for example, 我喜欢吃中国菜, 也喜欢吃汉堡包 discussing the role of Chinese language and culture in their own lives, such as participation in cultural events, food preferences, or overseas travel
Understanding	
Systems of language	Elaborations
<p>Recognise the four tones and their function in Chinese, and compare consonant and vowel sounds in Chinese and English (ACLCHU122)</p> 	<ul style="list-style-type: none"> participating in activities aimed at raising awareness of pronouncing and differentiating between tones and syllables in Chinese and noting differences in own spoken language, for example comparing a recording of own spoken Chinese with other students in the class practising the 'flow' of a sentence in Chinese, using gesture to help demonstrate tone and stress performing or reciting texts with strong rhythmic features such as nursery rhymes or tongue twisters, for example, 《猴子穿新衣》

Recognise that characters are the written representation of spoken Chinese and the morphological nature of Chinese words (ACLCHU123)



- discussing the range of strokes and the construction of characters, and applying this understanding to differentiate between similar character forms, such as 日 (sun) and 目 (eye)
- copying characters with attention to the location, direction and order of strokes
- learning the sound and meaning of commonly seen basic characters (独体字) and components (部件), such as 木 (tree) and 人 (person), and making connections between basic characters and their bound forms (非成字), such as 水 and 氵
- identifying components and their various forms in different locations within characters, for example, 人、从、合; 心、情、思
- learning that Chinese words are made up of two or more characters, with each character contributing meaning to the word, for example, 大人 (literally 'big person') means 'adult'
- recognising key morphemes in word groups, for example, 白天、白雪、小白兔
- identifying meanings of each syllable such as in xuéshēng, xuéxiào of Chinese words encountered

Recognise parts of speech and understand basic rules of word order in simple sentences (ACLCHU124)



- learning about meta-terms for word types, for example, exploring what is considered a verb in English and in Chinese (for example, adjectival verbs in Chinese)
- categorising words into word types common across languages, for example, 家人 as noun, 四 as number
- understanding that as for English there are basic rules of word order in Chinese (subject-verb-object)

Recognise features of various familiar text types in Chinese (ACLCHU125)



- developing awareness of bilingual texts (for example, picture books, multimedia texts, song and dance DVDs) through immersion in text-rich environments, and noticing features of punctuation and text organisation across languages (for example, spacing between words)
- comparing familiar texts in Chinese and English and discussing features in common, for example, storybook covers normally consist of book title, image, author's name and illustrator's name

Language variation and change

Elaborations

Recognise diversity in expressions and gestures used in everyday social interaction across cultures (ACLCHU126)



- observe and participate in interactions with a range of participants, and discuss how different people use language in different ways, for example, a range of ways of greeting and farewelling
- understanding that gestures can enhance communication but might be interpreted differently by different people
- learning about etiquette in everyday social contexts, such as how to address adults, for example, 王阿姨好
- comparing language use among family members (for example, with parents and siblings), and recognising different languages (e.g. Putonghua, a dialect or English) used for different participants, for example, 我跟爸爸妈妈说中文, 跟哥哥说英文

Recognise Chinese as a major community language in Australia and around the world, and understand that language use varies according to cultural background (ACLCHU127)



- understanding that Chinese is used beyond their immediate and extended family
- identifying countries and regions in the world where Chinese is used as a major language
- recognising diversity within Chinese language, including significant regional languages spoken by family or others, such as Cantonese or Shanghainese

Role of language and culture

Elaborations

Recognise differences and similarities in communication across cultures, such as greetings, names and gestures (ACLCHU128)



- viewing and listening to Chinese and Australian cartoons and identifying similarities and differences
- examining pictures of different marketplaces and noticing differences between food markets and grocery stores in China and Australia
- observing what is the same and what is different in their classroom interactions and classroom interactions in China
- discussing communicative practices across cultures and identifying culture-specific practices (for example 拜年) in Chinese culture, including noting culture-specific phrases used in either Chinese or English
- recognising various ways in which familiar concepts are expressed in different cultures, such as greetings
- using non-verbal communication, such as gestures and facial expressions, for example, showing numbers 1–10 with fingers
- recognising ways in which people express their culture in music, dance, traditional stories, food, games and celebrations
- recognising visible expressions of identity such as flags, maps, traditional dress, and landmarks
- exploring cultural symbols and practices through stories, songs, dances, games and crafts

Foundation to Year 2 Achievement Standard

By the end of Year 2, students use spoken Chinese to initiate interactions in a range of familiar contexts. They obtain and convey information and experiences relating to their personal world in simple exchanges. They use learned vocabulary, sounds, characters and culturally specific actions and gestures to convey meaning. They exchange greetings, introduce themselves and each other, and express thanks and apologies, for example, 我的中文名字叫小强, 你叫什么? They interact with and create simple predictable imaginative and informative texts such as 我的狗很大, 它的尾巴很长, using familiar characters and sounds. They use images, actions and gesture to show that they understand the meaning of words when speaking, listening, reading, viewing and writing.

Students identify the four Chinese tones and their function. They know that there is a metalanguage to describe the distinct writing and speech systems in Chinese. They compare English and Chinese consonant and vowel sounds. They copy and trace characters and identify key components in familiar characters. They identify how their Chinese identity influences some of their language choices when interacting with familiar adults and peers.

Years 3 and 4

The nature of the learners

Learners explore how they use more than one language in their daily lives, and use Chinese in relation to their personal world, countries where Chinese is spoken and the world of imagination.

Chinese language learning and use

Students engage with Chinese language through speaking, listening, reading, viewing and writing. They understand more words than they can say or write, and use this knowledge to attempt to say and spell unfamiliar words. Learners use Chinese to participate in action-related talk and to complete tasks. The focus of these activities is still on connecting their background oracy with their literacy.

Contexts of interaction

At this level, students are likely to focus on both formal and informal exchanges in familiar situations with familiar audiences, such as in a range of face-to-face and online/virtual environments where they are able to identify a range of responses. Likely contexts for interaction are situated within everyday educational experiences as well as students' personal, family and social environments. In these contexts they have opportunities to notice that there are similarities and differences in the ways people communicate both within and across cultural groups.

Texts and resources

Students are exposed to a wide range of voices and settings where Chinese is used, including some extended passages in written and oral form. Students are exposed to culturally valued texts, including traditional oral texts, fables, stories, songs and picture books. They encounter various types of print and digital texts, simple chapter books, rhyming verse, poetry, nonfiction, film, multimodal texts and dramatic performances.

Features of Chinese language use

Oral language use draws on topics and concepts encountered in other learning areas, building students' capacity to describe and explore these in Chinese. Students use Chinese to share everyday experiences with each other. They develop literacy skills by beginning to read fables and legends and write stories and recounts. Pinyin is used as a tool to develop students' pronunciation and to assist their understanding of the nature of the spoken language. Students begin to develop orthographic and morphological awareness by exploring the relationship between characters and morphemes.

Level of support

The teacher explores and enhances students' understanding of the similarities and differences between Chinese and English and supports their development of Chinese literacy and oracy. Vocabulary lists and model texts support literacy development.

The role of English

English is used for discussion, reflection and explanation to assist the continued development of learners' knowledge base and intercultural capability.

Years 3 and 4 Content Descriptions

Communicating

Socialising

Elaborations

Interact and socialise with peers and teachers to exchange thoughts and feelings about home routines, leisure activities and community events

[Key concepts: recreation, routine, place; Key processes: discussing, sharing, transacting]

(ACLCHC129)



- participating in conversations about home and leisure activities, expressing opinions and comparing experiences relating to hobbies, interests and routines, for example, 你喜欢做什么？, 我喜欢游泳。; 你几点放学？, 我三点放学, 比较早
- discussing topics beyond the immediate home context, including subjects from other learning areas, for example, 乘法口诀, 名人 and 地理
- asking questions to seek permission from the teacher, for example, 我可以上厕所吗？ / 老师, 我们明天有没有汉语课？ / 老师, 我可以用铅笔写字吗？
- repeating the teacher's instructions to help clarify and maintain class activities, for example, 老师说我们先看这个DVD, 再做题
- initiating and maintaining communication by taking turns (for example, making suggestions such as 我们要不要一起去 or 我们一起去吧) and responding to the suggestions of others in an appropriate manner, such as 好的, or through gesture
- creating short texts such as emails, letters and text messages to interact with others, for example, to invite, congratulate or thank someone
- producing short texts such as descriptions of a place or feature or the rules of behaviour for different events, situations or activities
- participating in shared blogs, exchanging information with students from sister school, for example, 你好, 我叫 Ann, 我是澳大利亚的学生
- using emoticons such as >_<||| in digital communication to enhance meaning



Collaborate in and make decisions about group activities and learning experiences in familiar contexts

[Key concept: collaboration, public life ; Key processes: interpreting, exchanging]

(ACLCHC130)



- participating in group activities and role-plays involving scenarios such as buying food or goods or ordering a meal, and making requests in an appropriate way, for example, 请来...;我想买...; 你有...吗？
- negotiating details in a transaction, such as stating preferred size, quantity or price, and concluding the transaction with the exchange of currency
- offering their opinions to help others in transactions, for example, 我喜欢红色的/我最喜欢那个
- taking collective action to plan and present a cultural item, such as celebrating a festive occasion by performing a song or dance for members of school community
- discussing cultural items to present for a school event, for example, performing a song, cooking Chinese food or making craft (剪纸, 做灯笼)
- using digital media to produce a publicity flier for an upcoming cultural or sporting event such as 汉语比赛
- responding to scaffolding questions about the scientific world in Chinese, for example, answering questions such as 你喜欢下雨吗？; 现在下大雨了, 我们怎么办？; 为什么有人害怕下雨呢？ when learning about rain

Informing	Elaborations
<p>Gather and organise factual information from familiar sources about countries and places</p> <p>[Key concepts: information, fact; Key processes: obtaining, processing]</p> <p>(ACLCHC131)</p> 	<ul style="list-style-type: none"> interviewing familiar people, such as parents, teachers, peers and community members, and appreciating their significance as sources of information about Chinese language and culture, identifying possible sources of information beyond the classroom, for example, 我可以问我的妈妈, 因为她去过新加坡 gathering information by surveying family and friends about languages spoken, country of origin, or participation in cultural events and leisure activities, and displaying information on frequency charts collating key information to share with others, such as summarising and sharing one aspect of a topic to contribute to a group response, for example, experiences of participating in organised activities involving aspects of Chinese culture (龙舟比赛; 剪窗花) making connections between images and charts and the content of texts, and identifying key words to locate information, for example, in the chapter titles of a book identifying key structural words to assist in understanding information, for example, in a procedural text
<p>Convey key points of information to familiar audiences</p> <p>[Key concepts: information, significance; Key process: obtaining]</p> <p>(ACLCHC132)</p> 	<ul style="list-style-type: none"> giving a short presentation to convey information gathered from multiple sources, such as investigating 南京的天气 by interviewing the teacher and listening to a podcast of a weather forecast supporting presentations using pictures, charts and graphs appropriate to the task, such as using bar charts to show data on 学校学生语言背景统计表 / 班上同学使用交通工具统计表 reporting information from texts to explain aspects of lifestyle or culture in different communities, for example, TV guide, brochures, advertisements or timetables containing text and images making posters to celebrate a special event such as 端午节, explaining the origins and stories of the festival with others outlining steps in a procedure, using sequential markers such as 第一, 第二, 第三, for example, sequencing pictures in the correct order to demonstrate how to make dumplings presenting a visual display with supporting text on a topic of personal interest, for example, 我的家, 我的宠物, 姥姥的家乡, 过春节
Creating	Elaborations

Respond to simple fables and legends through discussion of characters and events
[Key concepts: morality; Key processes: creating, responding]

(ACLCHC133)



- engaging with entertainment designed for young children such as TV programs, songs, plays, and games in digital media, and evaluating such forms of entertainment, for example, 我喜欢这首歌,因为它的歌词很美
- discussing depiction and features of characters in various forms of entertainment, such as differences between characters and how these differences are demonstrated, for example, in the cartoon 《喜羊羊和灰太狼》
- reading aloud or reciting traditional texts such as poems and rhymes (for example 《咏鹅》、《静夜思》、《四和十》), paying attention to pronunciation, prosody and emotion and explaining key ideas in Chinese
- participating in shared reading and identifying how familiar words are used to express meanings in new contexts, for example, 盘古的眼睛变成太阳, 头发变成星星, 血液变成江河湖海
- presenting stories to peers, paying attention to storytelling techniques such as 停顿; 语气语调; 抑扬顿挫

Create short personal narratives and performances of poetry, song, dance or drama which reflect the culture and traditions of the Chinese community
[Key concepts: imagination, point of view; Key processes: responding, expressing]

(ACLCHC134)



- creating performances in response to legends and other forms of culturally significant literature such as 《盘古开天辟地》, or segments of 《西游记》
- creating simple narratives of the day in the life of a person, animal or fictional character (for example, 《小狗汪汪的一天》), sequencing events and using supporting images
- using digital media to create an imaginative story to share with peers and Chinese-speaking contacts, using both language and images to achieve particular effects, for example, using 重复 (很大很大的球; 走啊走啊走啊)
- plotting a storyline, considering: Who is the main character? How can I make this character interesting to readers? How can I sequence my story to grab the reader's attention?
- considering alternative endings to well-known stories, using learnt sequences and teacher guidance

Translating

Elaborations

Identify common spoken Chinese expressions and discuss examples of actions, words and phrases that do not readily translate into English

[Key concepts: equivalence, idiom; Key processes: translating, identifying, discussing]

(ACLCHC135)



- differentiating between word-by-word meaning and intended meaning when translating from Chinese into English, for example, the word-by-word translation of 我喜欢一个人看书 is 'I like one person to read', but it means 'I like to read alone'
- designing bilingual signs (characters/Pinyin/English) to post on key buildings and rooms around the school that convey short messages such as descriptions of the place or the rules in that place
- recognising the role that gesture plays in oral interaction, including emblematic (hand) gestures, gesturing for emphasis and inclusivity, and taboos within Chinese communication, such as pointing directly at someone
- identifying Chinese symbols in print and digital texts (for example, the longevity symbol), and developing ways to convey the culturally attached value when expressing the meaning of these symbols in English
- comparing own translation of short texts (such as brand names, signs, slogans and billboard advertisements) to others', and evaluating the effectiveness of own translation
- developing strategies for using bilingual (Chinese–English and English–Chinese) dictionaries in both print and digital forms to assist with translation
- explaining in English features of gestures used in Chinese, for example, hand gestures for numbers
- comparing versions of a common text across languages and identifying issues in conveying meaning, for example, how to render 小心轻放 into English

Translate simple English texts into Chinese and vice versa, using strategies for building vocabulary and interpreting intended meaning of words in English and Chinese

[Key concepts: morphology, bilingualism; Key processes: identifying, translating, interpreting]

(ACLCHC136)



- considering alternative ways of interpreting ideas, such as giving examples, looking for synonyms (近义词), and elaborating on details
- creating bilingual texts to share with others, for example, adding English to a Chinese New Year poster or couplet, adding Chinese headings to an Australian tourism promotion brochure, adding Chinese to a class weekly timetable

Reflecting

Elaborations

Reflect on their reactions and responses to others when participating in learning and cultural experiences in Chinese and Australian contexts

[Key concepts: identity, place; Key processes: responding, identifying]

(ACLCHC137)



- identifying levels of politeness, respect and formality in diverse contexts, for example, when seeking assistance, when engaging with people of different ages or authority
- deciding how best to address and refer to others (for example, addressing an older stranger as 姐姐 or 阿姨 in Chinese) and considering how that person would be addressed in English
- identifying ways in which their Chinese identity is reflected in their daily life and interests, for example, belonging to a sports or hobby group or attending community school
- considering their linguistic and cultural skills as Chinese and as Australians and how these contribute to their overall sense of identity
- comparing Chinese and Australian lifestyles such as festivals and celebrations, food staples, preferences and cooking styles, and discussing own engagement with these
- noticing differences in cultural practices and the protocol for certain events, such as 我去表哥家要先叫人, 大姨好, 大姨夫好; 如果他們要留我吃飯, 我要先問媽媽可不可以; 如果阿姨叫我多吃一點, 我不能吃太多, 最好得客氣客氣
- participating in cultural events (for example, watching a China–Australia soccer match, performing a Chinese song to the school community, or celebrating Anzac Day) and reflecting on own reactions

Understanding

Systems of language

Recognise the tonal features of Chinese in own speech, and understand when and why some tones are not expressed in some contexts and how syllables are decoded from and encoded into Pinyin (ACLCHU138)



Elaborations

- differentiating between the four tones when speaking, and knowing how to pronounce the 'neutral tone'
- understanding the aesthetic features of reading out loud 朗誦 and reciting 背誦, focusing on phrasing, stress and intonation of Chinese spoken language

Identify the form, composition and spacing within characters, relating components and their positions to their meaning and sound (ACLCHU139)



- developing fine motor skills appropriate to Chinese writing conventions (方块字), and learning about Chinese writing conventions, including direction of text and punctuation
- applying rules of stroke direction and stroke order when writing characters, paying attention to details such as length of a stroke to discriminate similar forms, for example, 土 and 士
- developing skills in identifying the structure and components of a compound character, for example, 学 has two components and they are of top-and-bottom structure
- categorising characters with common components (such as 花、草、菜), and making connections between meanings and sounds of components and meanings and sounds of characters, for example, 目 (eye) in 看 (to look at)
- recognising the use of traditional and simplified characters in the local community (for example, 《大洋时报》 uses traditional characters), exploring texts in both forms of characters and analysing differences in orthography, for example, 门 and 門
- identifying personal connections with one or both forms of characters, for example, 我妈妈教我写简体字, 因为妈妈是从北京来的
- inferring meaning of unfamiliar words from known morphemes, for example, 学生、学校、小学
- understanding that a character might have multiple meanings, for example, that 冷 means 'cold' in 冷水 and 'quiet' in 冷清

Develop ways to structure sentences in Chinese to elaborate own ideas (ACLCHU140)



- elaborating ideas in sentences, including details such as time, place and manner, for example, 星期一我从上海坐飞机到北京
 - learning meta-terms to describe grammar rules in Chinese, for example, the placement of 主语 (subject), 动词 (verb), 名词 (noun) in sentences
 - recognising that there are multiple ways to structure a sentence, such as 我吃了早饭后去学校 and 吃了早饭后我去学校
-

Recognise similarities and differences in the structure of spoken and written texts that have the same purpose (ACLCHU141)



- recognising features of various genres, including narratives and explanatory texts, identifying which genres are most suitable for different purposes, for example, 记叙文记叙一个事情, 比如说《我最喜欢的假期》
- identifying differences and similarities in language choices and text structure across spoken and written texts, for example, comparing an announcement with a public notice
- comparing and differentiating forms of texts based on purpose and audience, for example, asking: What's the difference between a letter and an email? What might be the reasons for such differences?
- applying cohesive devices in producing imaginative texts, correspondence and informative texts, for example, beginning a story with 很久很久以前

Language variation and change

Elaborations

Recognise how the context of interactions influences language choices (ACLCHU142)







- addressing others appropriately, for example, using 王老师 with teacher, 张叔叔 with young adult males, nicknames with close relatives (欢欢表妹)
- differentiating language use based on different functions, for example, making commands (过来!) or making requests (你可以过来一下吗?)
- discussing differences in language use at home and at school, for example, comparing how to ask for permission to use a computer (老师, 我可以用电脑吗? and 我就是要用电脑!)

Explore diversity in dialects and in contexts in which Chinese is used in Australian communities (ACLCHU143)



- identifying locations of major dialect groups in China, discussing environmental and historical reasons for the existence of dialects, and appreciating the value of a common language
- making personal connections with particular dialects of Chinese, asking peers which dialects are spoken in their families, and inviting others to say a few words in their own dialect, for example, 我爷爷说广东话
- investigating diversity in spoken Chinese and identifying differences in phonology across dialects, for example, exploring greetings in dialects such as Cantonese, Hakka and Shanghaiese, and comparing the pronunciation of words
- accessing local Chinese media such as radio stations, satellite TV stations, and newspapers, and viewing Chinese programs in mainstream media (such as Chinese news programs or websites) to enhance their appreciation of Chinese language use in local media and explore the extent of their comprehension of Chinese used in diverse contexts
- discussing reasons why Chinese is used in communities within Australia, and making personal connections to these reasons, for example, 我父母是从香港来的, 他们说广东话

Role of language and culture	Elaborations
<p>Explore how the Chinese language represents cultural meanings in specific ways (ACLCU144)</p> <p>     </p>	<ul style="list-style-type: none"> identifying culturally specific terms and phrases, for example, 'mate' in Australian English and 吃了吗 in Chinese, and sharing insights into why particular cultures value certain colloquial language associating the literal and cultural meanings of words and expressions such as 红红火火 discussing the contextual and cultural meanings of words that cannot be directly translated into another language, for example, translating 手足 as 'brothers' reading Chinese idioms (成语故事; for example, 《指鹿为马》、《狐假虎威》、《买椟还珠》、《拔苗助长》), and discussing their meanings; exploring the relevance and significance of these idioms to contemporary life and how these phrases are used in daily communication, such as 生日快乐 for birthdays, 大吉大利 for New Year and 团团圆圆 for Mid-Autumn Festival

Years 3 and 4 Achievement Standard

By the end of Year 4, students use spoken and written Chinese to initiate interactions and to participate in short exchanges, for example, 你晚饭吃什么？,我学汉语和英语,站起来, 大家听老师说. They organise and convey factual information and share experiences in formal and informal situations, making appropriate choices of characters, words and pronunciation. They use demonstratives such as 这、那、那些 with measure words and verbs to indicate agreement (对, 好的) and preferences (要、想、喜欢). They respond to and create short imaginative, informative and persuasive texts for familiar audiences and identified purposes. Students select from known speech patterns to meet routine, procedural and informal conversational needs.

Students know that Pinyin represents spoken language, and map Pinyin against their own speech. They distinguish between the contexts in which tones are expressed and those in which they are not. They identify features of the Chinese writing system, including the range of strokes and their sequences in character writing; and the relationship between components and sound and meaning. Students identify ways of structuring ideas in sentences, including the role of correct sequencing of time and place. They describe features of Chinese language and culture, and compare how ideas are conveyed across languages and cultures.

Years 5 and 6

The nature of the learners

Students use their bilingual and bicultural capabilities and understandings within the world of their own experience and imagination and draw on some topics from other learning areas. They are extending their knowledge of language structure and of texts.

Chinese language learning and use

Students are immersed in Chinese across speaking, listening, reading, writing and viewing; where practicable, activities may include those designed collaboratively with teachers in other learning areas to provide opportunities for translating or interpreting. Students speak and write in Chinese to express their own interests. They begin to appreciate how their own language use compares to modern standard forms in terms of pronunciation, tone and rhythm. They consciously use aspects of grammar in their language learning and employ a range of implicit and explicit models in response to teacher prompting. They consider audience, purpose, and appropriate language choices in their cultural and communicative practices.

Contexts of interaction

Students actively communicate in Chinese in classroom, school, home and community environments. They begin to interact with other language users via the online environment and other digital forums.

Texts and resources

Students engage with visual media, music, cartoons, stories, games and documentaries. They use multimedia for researching, exploration and collaboration. They create a range of short imaginative, informative and persuasive texts.

Features of Chinese language use

Students learn to analyse new characters encountered in texts, with a focus on mapping these character forms to their known spoken language. Students make comparisons between societies, social structures and belief systems and explore how these are conveyed through language. They discover and discuss diversity in cultural identity and experience. Students explore the Chinese past through texts such as fables and classical stories. Written language use includes reading and comparing Chinese and English children's literature.

Level of support

Correct Chinese language use continues to be modelled by the teacher to support students' oracy and literacy development. Texts often have Pinyin glossaries or include vocabulary lists to support learning.

The role of English

English is used to compare languages and explore complex ideas related to language, culture, learning and concepts from other learning areas.

Years 5 and 6 Content Descriptions

Communicating

Socialising

Elaborations

Interact and socialise with peers and known adults, exchanging ideas and opinions about personal experiences and social activities

[Key concepts: place, identity, community; Key processes: negotiating, transacting, arranging]

(ACLCHC145)



- engaging others in conversation and inviting responses on issues relevant to their lives, such as traditional and modern lifestyles and values, and language learning by asking questions such as 你知道澳大利亚的国宝是什么吗？你觉得什么最好玩？
- participating in class and school debates, acknowledging others' opinions and presenting own with examples and personal experiences, for example, 虽然你说得很有道理, 但是如果我们再想一想, 如果你也经历过... 那么你会同意...
- using social media to maintain contact with classmates and record events in everyday life, by keeping a weekly or daily journal or blog, recording highlights of school or home life or leisure activities (for example, 今天我的足球队又输了, 真没劲!), or a holiday experience, for example, 袋鼠岛游记
- describing and elaborating on details of experiences in correspondence, for example, 这次暑假过得很愉快, 我们全家去了巴厘岛。在那儿, 我们天天在海边, 有时候冲浪, 有时候散步
- composing text messages, emails, letters using appropriate formats and employing appropriate terms to address recipient, for example, 敬爱的王老师 (for a formal letter), 嘿, 小王, 最近好吗 (for a casual letter or message)
- responding appropriately to invitations, including by accepting and declining, for example, 谢谢你的邀请, 祝你生日快乐。但是我星期日要...对不起, 不能参加你的聚会。希望你玩得高兴

Take action, resolve issues, make shared decisions and organise shared experiences

[Key concepts: place, identity; Key processes: interpreting, negotiating, selecting]

(ACLCHC146)



- collaborating to decide on a menu for a class lunch and negotiating items, prices and delivery with a local restaurant, for example, 大家都喜欢吃春卷, 那么每个人一个春卷, 我们需要二十五个
- locating suppliers of Chinese learning materials through websites and other sources, for example, 你这本书是在哪儿买的? 我们班要买一套图书, 中国城的那家中文书店怎么样? to select a class set of readers
- listening to or viewing community media such as local Chinese radio or television, and participating in advertised activities, for example, a singing competition or locally organised events
- researching and arranging a visit by an expert (such as a calligrapher or a taiji master) to visit class and share knowledge to promote Chinese learning in school community
- captioning bilingual posters to promote community events (such as Chinese New Year celebrations, lion dance performances, visiting performers) and school activities, such as cultural days, assembly items or grandparents' day
- creating posters and fliers to promote cultural events to the local Chinese community, such as 悉尼艺术节, XXX 音乐剧
- producing a paragraph in the school newsletter to promote an upcoming event

Informing

Elaborations

Locate and compare factual information from different sources about different communities and lifestyles

[Key concept: lifestyle; Key processes: informing, selecting]

(ACLCHC147)



- viewing TV programs, documentaries or interviews with young people such as 《智慧树》, discussing the participants' experiences and comparing with own life experiences
- investigating aspects of life of Chinese communities overseas, for example, web-chatting with relatives overseas to find out more about own family origins, history or circumstances
- identifying and selecting visual sources (for example, 优酷, and comparing and contrasting different perspectives on issues, such as how children in different locations in China describe their school experience
- following an instructional video in order to complete an action collaboratively, for example, watching 如何画中国画, or preparing for a cultural celebration by following video procedures on how to 包粽子 for 端午节
- representing information in a new format, for example, watching a TV cooking show then converting each step into a written recipe with essential information including ingredients and quantities, and amount of time required
- selecting appropriate resources to research a topic of interest such as a major place, person or event in Chinese history, and identifying key information to share with others
- researching a topic by analysing what information is needed, employing Chinese search engines to access a range of sources of information online, and choosing the most suitable sources, for example, 这个网站看上去像正规网站吗? 这个网站是官网吗?



Plan and present key points of information to familiar audiences

[Key concept: social action; Key processes: presenting, conveying]

(ACLCHC148)



- developing informed opinions to share with others, giving examples (for example, 澳大利亚人说很多语言, 比如英语, 汉语, 法语等等) and comparing information, for example, 中国人口比澳大利亚的多(我觉得我们应该帮爸爸妈妈做家务)
- working in teams to prepare and present an oral presentation, supported by digital media, related to own school or community or on topics of interest, for example, endangered animals, popular singers in Asia
- preparing and creating a video clip to share with peers overseas introducing aspects of local culture, including interesting places, history, famous people, and lifestyle, for example, 墨尔本的电车
- producing a digital display containing text and images to present a personal perspective on life in Australian schools to share with peers overseas
- creating poster displays using graphics, photographs and illustrations to document and convey ideas related to topics of interest, for example, their country of origin, family tree or favourite sports team
- collaborating with others to prepare a report for a school or community newsletter about Chinese language learning experiences or activities at day school and community school

Creating	Elaborations
<p>Respond to popular stories and characters from Chinese folklore, sharing opinions on aspects of the storyline, characters and themes</p> <p>[Key concepts: significance, tradition; Key processes: comparing, responding, creating]</p> <p>(ACLCHC149)</p> 	<ul style="list-style-type: none"> exploring various forms of Chinese popular culture in audio or visual media, including 流行歌曲、电影、电视剧、娱乐新闻, appreciating stylistic devices used in popular song lyrics, such as 重复, and comparing them to English songs comparing popular performance across cultures and generations, evaluating performances with attention to the aesthetic values and the influence of Western and Asian popular culture, and comparing the content and language, for example, 我妈妈最喜欢的中文歌是...这首歌唱的是...我最喜欢的中文歌是... 内容和我妈妈喜欢的歌不一样 recognising the influence of traditional culture on modern popular entertainment, for example, considering the use of traditional instruments in popular songs, the composition of modern songs from well-known traditional poems such as 《水调歌头·中秋》, and the representation of traditional symbolic meanings such as 孝顺 (filial piety), 礼让 (out of courtesy or thoughtfulness) in modern performances reading children's literature, including fables and traditional stories; exploring values and morality tales such as the concept of 寓意 in 动画片, 小人书; and comparing values and morals conveyed through texts across cultures, such as 凿壁偷光, 塞翁失马 (你能找到英语中类似的说法吗? 你觉得澳大利亚人理解这个故事的寓意吗?) reading extracts from culturally significant children's literature, discussing their personal responses to the characters and storyline, and writing a journal to relate the story to personal experience or express empathy for characters involved
<p>Create short narratives to express the experiences, thoughts and emotions of individuals in imagined contexts</p> <p>[Key concepts: character, emotion; Key processes: comparing, responding, creating]</p> <p>(ACLCHC150)</p> 	<ul style="list-style-type: none"> recounting an imagined encounter with a famous person, or reproducing a scenario where cultural misunderstandings create a humorous outcome collaborating to create dramatic performances to retell classic Chinese stories, such as 《负荆请罪》, or famous stories in other cultures, such as 《丑小鸭》 creating narratives to describe imagined experiences, for example, a trip to China, including a visit with a homestay family or an adventure on the Great Wall, or the experiences of a Chinese student visiting Australia creating stories in various literary styles (for example, 记叙文、散文、诗歌), experimenting with descriptive language to convey the intensity of characters' emotions, and events, using written styles of language, for example 我看到好多漂亮的花, 有粉红的, 雪白的, 真是太美了
Translating	Elaborations

Identify and account for the potential loss of subtle meanings from character components and individual characters in compounds when translating into English

[Key concept: meaning; Key processes: translating, interpreting, negotiating meaning]

(ACLCHC151)



- reading Chinese texts such as advertisements and signs that include the translation of some words or phrases, and engaging in class discussion about the merits of translations and alternative ways of representing the meanings expressed in the texts
- reading children's stories in bilingual form and reflecting on ideas expressed in Chinese and English which may not be readily translated and discussing possible reasons for this
- observing interactions between speakers of Chinese and attempting to describe the interaction in English, discussing personal interpretations of the meanings conveyed and the cultural messages implicit in the interaction, for example, watching an interaction between a teacher and students in China and contrasting with their own experience in Australia
- explaining culture-specific concepts such as humility (谦虚) to people from different cultural backgrounds, including examples of when and how 谦虚 should be shown and how it is understood by participants of the communication, for example, when accepting/rejecting appraisal

Create simple bilingual texts for different audiences, explaining features of the different versions and the impact of context

[Key concepts: audience, context; Key processes: identifying, translating, interpreting, negotiating meaning]

(ACLCHC152)



- acting as interpreter for visitors from diverse backgrounds and communicating their message to speakers of other languages, applying strategies such as clarifying, rephrasing and explaining when mediating cultural concepts
- using a range of resources to assist in creating a Chinese translation of a text, exploring the functions of print and digital translation tools and discussing their strengths and weaknesses

Reflecting

Elaborations

Reflect on the benefits of learning Chinese and English in both Chinese and English interactions

[Key concepts: place, biculturalism, identity; Key processes: observing, explaining, reflecting]

(ACLCHC153)



- noticing and reflecting on how interacting in Chinese feels different to interacting in English, and identifying ways of communicating or behaving that appear culturally specific
- discussing language choices expected or required in diverse contexts across languages, for example, apologising, congratulating, expressing thanks, declining, rejecting, complaining
- engaging with Chinese peers in diverse contexts, identifying situations in which misunderstanding or miscommunication occurs and exploring strategies to overcome these
- recognising signals within an interaction that require adjustment of language choices

Understanding

Systems of language

Elaborations

Recognise the use of tone, intonation and stress of words to express emotion, opinion and attitude (ACLCHU154)



- reading aloud printed information with attention to pronunciation and tone
- recognising syllable changes in speech, including change of tonal value and tone sandhi, such as 不要

Recognise the contextual meanings of individual syllables or characters to assist comprehension and vocabulary development, and explain the form and function of components in individual characters, for example, 心, 想, 情, 闷 (ACLCHU155)



- inferring the meaning of unfamiliar characters by identifying familiar semantic and phonetic components of compound characters, and using contextual clues to map the form of characters to sound and meaning
 - using digital tools to write a specific character, and finding out its pronunciation by using online dictionaries
 - writing characters with correct structure and proportion when writing with and without 田字格, and discussing issues with remembering and reproducing individual components in characters, for example, discriminating between characters such as 冒、昌...
 - exploring a range of fonts in digital form and personal styles of writing, and appreciating the aesthetic value of calligraphy, including 硬笔书法
-

Understand and use basic structures and features of Chinese grammar to enhance meaning and clarity of expression (ACLCHU156)



- recognising grammatical functions of common suffixes and prefixes to assist comprehension in reading, for example, recognising that 子, 者, 家 are noun suffixes (for example, 家 in 书法家、数学家)
- discriminating between the contextual meanings of characters with multiple meanings, such as 家 in 家人 and in 画家
- recognising words that reflect particular cultural understandings, for example, 天气 means 'weather' but literally translates as 'sky's energy'
- explaining the function of words and structures in language encountered, for example, 了 in the sentence 我早上看见了两只猫 indicates the completion of an action in the past
- exploring and beginning to build more complex messages, such as using forms of cohesion, and finding ways to generalise or nominalise ideas, for example, 因为... 所以 ..., 虽然... 可是..., 不但... 而且..., 总而言之/总的来说
- recognising the different focus and purpose of alternative sentences, for example, 他把杯子狠狠地扔在地上 and 杯子被狠狠地扔在地上
- understanding that there are different applications of grammatical rules in spoken and written language, for example, in ordering food (for example, comparing the structure of the following expressions: 来点儿什么菜?; 您吃点儿什么?; 你想吃/要吃什么?; 你想吃海鲜炒饭吗?; 海鲜炒饭要吃吗?)
- differentiating use of grammar based on context, for example, using sentences with more formal structures in report writing
- recognising terms and expressions used in formal written styles, for example, 首先, 其次, 最后 rather than 先...后来...后来...

Recognise and apply conventions of personal texts and compare textual features of different texts (ACLCHU157)



- exploring metaphorical and literal meaning in texts, for example, 远远的街灯亮了, 像是闪着无数的明星
- analysing rhetorical devices in texts, including 比喻、夸张、排比; identifying culturally specific features such as 日月如梭, 难于上青天; and experimenting with rhetorical devices in own speech and writing

Language variation and change

Elaborations

Differentiate key features and apply rules for expressing meanings in spoken and written modes in diverse contexts (ACLCHU158)



- identifying variability in language used in a variety of contexts, for example, at the supermarket, at the doctor's surgery, or when visiting a friend or relative
- recognising language reflecting different levels of formality, such as 爷爷 and 祖父, and using language to reflect formality appropriate to context, for example, I and 非常疲惫
- using words and expressions reflecting their interlocutor's seniority and authority, for example, 您老敬请?
- analysing language use to identify degree of intimacy or distance between participants, for example, 咱俩、我们、我和您
- differentiating oral and written styles of language, for example, 我要吃好吃的。中国有很多美食

Explore the impact of English on everyday communication in Chinese and the impact of Chinese on English (ACLCHU159)



- exploring language 'borrowing', such as English words 'borrowed' from Chinese (for example, 'yum cha' and 'kung fu') and the impact of English on Chinese language use today, for example, 考拉、汉堡包
- analysing the impact of languages on one another such as 他写着作业 (他在写作业。) and 白了 which sounds like 'bye'
- exploring the impact of English on Chinese language use, such as recognising transliteration in Chinese, for example, 可口可乐

Role of language and culture

Elaborations

Explore particular cultural meanings conveyed in everyday interactions across languages (ACLCHU160)



- exploring origins of 成语 and 歇后语 encountered in texts such as 朝三暮四, 姜太公钓鱼, and using fixed phrases to share or convey a cultural idea in own writing, for example, 塞翁失马, 笨鸟先飞
- exploring how the languages that people know can impact on the way they communicate in other languages, for example, the use and frequency of 'thank you' and 谢谢 is a sign of westernisation, whereas in Chinese it is not used as often as overuse indicates distance between participants in interactions
- exploring how cultural concepts of family and the importance of one's sense of connection to others influence use of language, for example, in the greeting 阿姨好! ('Hello, Auntie!'), where 'auntie' may be a colleague of their mother's and a total stranger to the child

Years 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Chinese to maintain interactions with familiar and unfamiliar people across a growing range of situations (for example, 你星期几去汉语学校？,你说...对吗？); to convey information, opinions and experiences (for example, 我喜欢踢澳式足球, 你呢？); and to access a range of print and digital media resources, such as 童书, 报纸, 画册, 科学书, 传单, 广告, 教材, 地图. They write characters, paying attention to shape, and stroke order and proportion. They transcribe spoken words and sentences in Pinyin and select simplified characters to match the sounds they hear. They use stress, tone and intonation to express emotion and opinion. They respond to and create a range of short informative, persuasive and imaginative texts for diverse audiences and purposes. They relate their own experiences to those presented in texts, for example, 《如果我是...》. They create sentences that include prepositions (给、跟、对) and possessives and attributive clauses with particle 的. They use a range of verbs, and use verb complements to describe the direction, result or potential of an action. They use conjunctions (for example, 可是、或者、因为、除了) to connect ideas and elaborate on or clarify opinions and actions. They explain how their developing bilingual ability supports their identities as users of Chinese and English.

Students explain the nature of Pinyin and apply it to their own speech. They categorise characters into groups based on meaning, appearance, pronunciation or function and apply this information to new characters. They compare the word order of Chinese sentences with that of English, and identify how their knowledge of English impacts on the way they express ideas in Chinese. They describe how the features of Chinese and English texts are used to convey meaning.

Years 7 and 8

The nature of the learners

Students maintain their sense of belonging to both their home and their outside culture. They can alter their conduct to fit different contexts within the world of teenage experience.

Chinese language learning and use

Classroom interaction is primarily conducted in Chinese. Students extend their knowledge of language structures and text organisation through reading and viewing authentic material and discussing how to apply new learning to their own communication. They are immersed in Chinese language, exploring issues related to youth culture, environmental conservation, family structure and welfare, and the features of diverse Chinese personal and social environments.

Contexts of interaction

Students use Chinese at school and home, and through increased engagement with members of their local communities. The online environment is used to connect students with other Chinese language users globally.

Texts and resources

Students engage with a variety of text types and modes, including visual and digital media, music, TV series, documentaries, and bilingual versions of classic and contemporary literature and their film adaptations.

Features of Chinese language use

Students extend their writing skills to include more persuasive language and more formal genres, such as articles and reports. They participate in presentations on topics related to the history and geography of Chinese-speaking communities, and initiate discussion through enquiry. Students begin to compare their own pronunciation to modern standard spoken Chinese. They also explore the influence of English on their own communication in Chinese, in pronunciation and linguistic structures, and the role of code-switching in their daily language use. Students develop their skills in analysing characters and recognising word and clause boundaries in extended text.

Level of support

Correct Chinese language use continues to be modelled by the teacher to support students' oracy and literacy development. Glossaries, vocabulary lists, dictionaries and translation tools are used to support comprehension.

The role of English

English is used when required for comparison or to explore complex ideas related to language, culture and concepts from other learning areas.

Years 7 and 8 Content Descriptions

Communicating

Socialising

Elaborations

Interact and socialise with familiar groups and individuals, exchanging personal information such as sporting achievements, favourite pastimes, and sharing perspectives on aspects of contemporary life such as popular music, [Key concept: perspective; Key processes: transacting, connecting]

(ACLCHC161)



- contributing to class discussions to share opinions on topics such as homework and study habits, parental expectations and generational differences; elaborating on own perspectives, clarifying ideas and opinions (for example, 奥运会 我既为澳大利亚加油 也为中国加油, 因为这两个国家对我来说都很重要), and summarising various perspectives in interaction, for example, 大家的意思是... or 也就是说...
- initiating conversations to share aspects of personal world such as a recent overseas holiday, future plans, achievements in life, for example, 你知道我今年冬天去了哪儿吗? 说起来真好玩
- acknowledging others' ideas and indicating agreement or disagreement in non-judgmental ways (for example, 我们也没办法, 不得不...); using language to persuade or influence others, for example, listing possible consequences (要不然; 如果... 的话; 那么 ...)
- eliciting others' opinions; exploring others' perspectives and the influences on their perspectives; asking questions and inviting elaboration (for example, 你为什么说...?); and responding to others' opinions by providing a different perspective, for example, 你说你喜欢滑雪, 我也很喜欢滑雪。因为滑雪不仅有趣, 它也是很好的运动, 可以锻炼身体; 你还可以和家人一起滑雪, 所以它也是很好的家庭活动
- sharing experiences relating to school (for example, camps, excursions, class activities) and leisure (for example, sporting competitions, television programs, family holidays) with participants of online communities of Chinese speakers, such as educational blogs
- responding to enquiries from others through correspondence and online communities, and describing lifestyle of Australian young people with attention to what makes Australia unique, for example, 澳大利亚有..., 人们生活...
- engaging with educational social media to document own experiences and achievements by posting a weekly journal or blog for others to read, for example, 本周XX俱乐部足球赛
- using mobile technologies to maintain contact, share thoughts and experiences, and plan activities with Chinese classmates

Participate in planning joint projects and events that would benefit the local community, justifying choices and making decisions

[Key concepts: community, benefit; Key process: interpreting, negotiating, collaborating]

(ACLCHC162)



- collaborating with others to organise a community event, taking initiative in negotiating roles
- participating in projects to benefit other learners and speakers of Chinese, for example, developing readers or multimedia learning tools for young Chinese children in the community; establishing a peer mentoring program to support learners of Chinese in local primary schools
- making purchasing decisions by comparing prices of items from a range of suppliers, as well as features such as country of origin, quality, reliability, warranty and safety
- requesting financial advice as part of responsible decision making when purchasing goods and services, for example, 我们可以花多少钱？这个一下就占了一大半，还是买便宜一些的那个吧
- creating posters to promote activities among young people in Chinese communities within and beyond the school, for example, a language and culture club, sporting team
- using social media to access a wider audience and promote intercultural understanding and awareness of the lifestyles and achievements of young Chinese Australians
- promoting healthy living among Chinese peers by creating posters educating youth on the benefits of healthy eating and exercise, as well as the importance of success at school

Informing

Collate and analyse information from a range of sources to develop a position on an issue

[Key concepts: bias, perspective; Key processes: collating, analysing]

(ACLCHC163)



Elaborations

- accessing information from a range of sources, such as familiar adults, TV advertisements or documentaries, to inform self and others on topical issues
- comparing information presented in various sources (for example assessing information about China in tourism videos from China and Australia), and sharing information about the differences of focus and possible reasons for these differences
- preparing and organising a learning activity such as 小老师课堂 to engage peers, and contributing to discussions to share information drawn from a range of sources, such as documentaries and personal sources, for example, 昨天让大家采访一下家人，来帮助我们谈谈中国的方言。你们都采访了谁？
- accessing a range of sources, such as online debates in public forums, and identifying factors that potentially create bias, for example, generational differences, cultural factors, individual personalities (有人认为愚公很傻，尤其是生活在现代的人)

Plan and convey key points of information and opinions based on information drawn from a range of sources

[Key concept: multiculturalism; Key processes: collaborating, comparing, evaluating]

(ACLCHC164)



- engaging with different representations of ideas, comparing perspectives and developing an informed position on issues relevant to their life, for example, 在中国有人说移民澳洲好, 因为生活轻松; 也有人说移民澳洲不好, 因为没有熟悉的家人朋友。我觉得... 因为...
- discussing perspectives and comparing experiences and opinions relating to issues such as 独生子女政策, noting how some people focus on positive effects on society while others focus on their own personal experiences of being a 独生子女
- collaborating to produce multimedia displays to share with readers overseas to provide a local insight into issues such as international students in Australia
- collating information from personal research and writing reports on issues relevant to young people across cultures, for example, pressure to follow fashions and trends, bullying in schools, and inspirational people

Creating

Elaborations

Express opinions about how popular imaginative texts, including poems and 故事, reveal important cultural values

[Key concepts: values, beliefs, attitudes; Key processes: comparing, contrasting]

(ACLCHC165)



- describing how emotions, attitudes or intentions of a performer, author or character are conveyed through language, and analysing how emotions (for example, happiness, sadness, homesickness) are expressed in popular songs or TV programs
- viewing popular TV programs designed for Chinese youth, sharing individual responses or reactions to forms of Chinese entertainment, and comparing features of performance across cultures
- understanding how music, imagery and stereotypical representations of people, places and practices are used in contemporary youth media to influence audience responses
- exploring regional and generational influences on popular culture of the Sinophone world (such as 港台流行歌曲; 港片), and identifying different concepts of 'beauty' in different eras, for example, 60年代流行..., 70年代流行...
- comparing features of performance in different media (such as radio, television and online videos), and discussing how entertainment is changing with technology
- producing creative texts in response to literary texts such as 《某某后传》, reflecting the literary styles and methods identified in such texts
- reading a range of imaginative texts from other cultures, keeping a reading journal (读书笔记) to record understanding and own responses, and participating in class discussions about texts such as 《小王子》 and 《安徒生童话选》
- discussing themes and meanings of traditional texts, including classical poems (for example, 《静夜思》, 《春晓》, 《咏鹅》) and stories, fables and legends (for example, 《孔融让梨》, 《井底之蛙》, 《铁杵磨针》)

Create narratives that express the everyday experiences of young people, experimenting with dialogue
[Key concepts: imagination, attitude, beliefs; Key processes: analysing, creating]

(ACLCHC166)



- collaborating to prepare and present short dramatic or humorous performances that reflect situations or experiences drawn from their own Chinese cultural environment, such as generational and cultural differences encountered at home
- creating songs or jingles to promote products, services or events in imaginative ways
- creating written and multimodal narrative accounts of the life experiences of major historical figures or characters from literature, for example, 诸葛亮, 孔子和他的学生
- developing skills in drafting and editing own writing, collaborating with others to enhance stylistic and creative features of own written expression

Translating

Translate short texts for different audiences, identifying what is lost in translation and considering alternative ways to explain key points

[Key concepts: concept, public, personal; Key processes: comparing, translating]

(ACLCHC167)



Elaborations

- identifying the challenges of translating some concepts (for example, 龙的传人: 'descendant of dragon'), and developing strategies to overcome these; asking, for example: What is lost in translation? Why can't we just translate word for word? Why does context matter?
- translating short phrases or texts, noting culture-specific words and phrases, and discussing alternatives, equivalence or non-equivalence
- discussing reasons for creating different translations for different audiences
- comparing alternative ways of translating to identify 'normality' in one's linguistic and cultural context, for example, using the term 软饮料 instead of 无酒精饮料 assumes the reader/audience has a degree of connection to English to understand meaning of 软
- considering ways to convey culture-specific terms (for example, 中药和食疗, 上火, 大补) in English

Create bilingual texts relating to other learning areas and topics of interest, considering the influence of different roles, relationships, settings and situations when interpreting both Chinese and English

[Key concepts: audience, context, bilingualism; Key processes: identifying, translating, interpreting]

(ACLCHC168)



- observing others involved in interpreting meaning in bilingual contexts and identifying challenges and potential issues in mediation
- using Chinese dictionaries to enhance understanding of subtle differences in how and when words are used, and applying this knowledge to interpreting meanings in texts and interactions

Reflecting

Elaborations

Reflect on own intercultural experiences, and contrast ways in which people of different generations, genders and linguistic backgrounds use language and respond to different experiences

[Key concepts: change, continuity; Key processes: reflecting, shaping]

(ACLCHC169)



- recognising own tendency to generalise or stereotype during interactions (for example, 地域歧视), being sensitive to the possibility of causing offence to others in interaction, and considering questions to ask about the other person's cultural background, for example, 你父母是大陆人吗?, 你父母的老家在中国什么地方?
- participating in cultural events, and reflecting on cultural similarities and differences, and on how cultural practices change in a different context, for example, 我们家不过中秋节, 因为大家都觉得不太重要。母亲节那天我们全家去爷爷奶奶家一起吃饭
- being aware of how own ideas may be perceived by others based on language choice, including code-switching, for example, 我妈妈不喜欢我说汉语时夹着英语, 但是我和朋友经常这样说, 她也经常这样说。有的时候姥姥听不懂, 我就会想想全部用汉语该怎么说

Understanding

Systems of language

Identify changes in tone that occur when words or tones are combined, recognise atonality in rapid connected speech, and use this knowledge to aid in interpreting meaning (ACLCHU170)



Elaborations

- comparing ways they pronounce and use spoken Chinese with peers and other Chinese speakers, and determining the influences on their own language use, such as TV, parents, dialects spoken
- developing tone discrimination and identifying subtle differences in pronunciation, including variations in regional accents, for example, distinguishing between 'qing' and 'qin', 'lou' and 'rou', 'liang' and 'lang', 'shi' and 'si', and 'lan' and 'nan' when listening to interactions between speakers in diverse contexts

Use character and component knowledge to infer sound and meaning of new characters encountered in texts, and examine component form and function to associate the correct sound and meaning with individual characters (ACLCHU171)



- using knowledge of components to select a character from options when inputting Chinese in a digital text
- categorising words containing a common morpheme to better understand the relationship between morphemes and specific word meanings, for example, using Chinese dictionaries to explore the range of words created from common character morphemes such as 情 (情感、情趣、情形) and 性 (性能、性别、性格)
- discriminating between the functions of morphemes with related meanings, for example, 餐, 饭; 做, 作
- exploring influences on word formation, for example, the school subject 'Language' is called 语文 in China not 汉语 or 中文

Recognise ways of organising and expressing ideas in Chinese (ACLCHU172)



- using connectives (连接词) and sequencing expressions (for example, 首先。。。其次。。。) to enhance flow and clarity of ideas
- organising information in different ways, discussing the logical flow of the information and whether it suits the audience's needs, for example, comparing 目前陆地上的煤, 石油等资源 由于长期开采, 已经越来越少。and 由于长期开采陆地上的资源, 比如煤和石油, 目前已经越来越少

Identify structure and organisation of different texts, including expositions, procedural texts and recounts, and use these in their own speech and writing (ACLCHU173)



- analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing
- comparing the ways in which similar ideas and concepts are presented in different genres, discussing the impact of genre choice on text structure and language use (for example, in imaginative and evaluative texts), and determining how language choices achieve the desired effect
- exploring the traditional structure of persuasive texts in Chinese, such as 总起-分述-总结, and discussing its effectiveness
- reading samples of formal texts, such as news articles, official letters and informative reports, and identifying how the language use compares to their own everyday speech

Language variation and change

Elaborations

Understand how language is used to reflect different roles, relationships, settings and values and modify language use in diverse contexts (ACLCHU174)



- observing interactions and identifying examples of how language is adapted as the roles and positions of participants are established, for example, moving to more formal language once a participant is identified as a person of authority
- reading texts such as 《人民日报》, and identifying words and phrases used to establish authority, objectivity and the purpose of interaction
- noticing and describing differences in accent and dialect when listening to Chinese speakers from diverse regions
- exploring the use of 普通话 as a lingua franca in Chinese-speaking communities, and identifying terms used in different regions to express a similar idea, for example, 普通话 versus 方言 versus 方言
- interpreting the relationships of participants in a spoken interaction by observing word choices and gestures, for example examining what titles are used for individuals in Chinese (for example, 老张 / 张校长/张小明)
- comparing 褒义词, 贬义词 and 中性词 and the contexts they are used in, for example, the differences between 聪明 and 滑头

Explore the significance of tradition in 名人名言 and 经典, and contemporary influences on language use (ACLCHU175)



- reading traditional-form texts on familiar topics and inferring meanings of key characters
- comprehending texts in traditional characters encountered in everyday contexts by drawing a connection with the character's simplified version, for example, 囍 used at a tourist site

Role of language and culture

Elaborations

Explain how communicative practices are influenced by engagement with different languages and cultures (ACLCHU176)



- exploring uses and meanings of word categories (such as colours, celebrations, animals) across languages and cultures, for example, the assumption in Australia that a cake with candles must be a birthday cake; the use of colours to reflect mood
- analyse culture-specific values in Chinese (such as face, harmony, group identity), and explore how these are applied in own language use, for example expressing modesty and respect through the expression 多多指教
- identifying words used with specific assumptions, for example, gender (英俊 is used to describe males), significance (会见 versus 见面), formality (光临 versus 来到)

Years 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Chinese to maintain exchanges, to analyse and evaluate information, and to share opinions (for example, 电视节目, 纪录片, 教育片, 微电影, 报纸, 杂志, 网站, 博客, 少年百科) and experiences, for example, 我们为什么要保护熊猫? 中国和澳大利亚的一些差异, 我最喜欢的假期. They select and discern tone patterns and atonality. Students respond to and create a range of texts (for example, 流行歌曲演唱; 电视剧配音), for different audiences and purposes. They create sentences that contain two or more ideas connected by cohesive devices (for example, 不但...而且...) and use a range of time phrases (for example, 先...然后; 以前; 吃了饭, 就) to sequence events and ideas. Students make comparisons (for example, 比; 跟...一样), and elaborate on and explain their opinions or actions using conjunctions, for example, 所以、要不然. They use stylistic devices (including 比喻, 排比, 反问), and use 成语 to influence and persuade others. They move between English and Chinese to interpret and translate for different audiences.

Students explain how changes in tone and tone combination impact on meaning. They describe culturally specific gestures and actions. They identify diversity within the Chinese spoken and written language and explain the differences in writing systems across languages. Students connect the distinctive features of Chinese grammar with the development of complex ideas, and explain how the structure of texts influences audience response. They explain how features of Chinese culture impact on communication practices and influence their own interactions with others across languages.

Years 9 and 10

The nature of the learners

Students integrate elements of both their Chinese and Australian cultures into their understanding of the ways people behave and use language. They explore the nature of their dual identities and bilingual capabilities. They look at identity as a concept and at the nature of diversity in the sense of what it means to be Chinese.

Chinese language learning and use

Students are immersed in Chinese language, exploring and discussing topics related to their developing identity as Chinese-speaking Australians. They access information relating to popular culture and topical issues, learning to recognise diverse representations and perspectives, and exploring context and the values and beliefs of authors.

Contexts of interaction

Contexts for interaction extend beyond the classroom to include students' active engagement with the local community, exploring the use of Chinese in business, social and educational activities, and interacting with different generations of Chinese speakers. These contexts provide students with the opportunity to explore the modifications necessary to deepen their understanding of social distance.

Texts and resources

Students engage with a variety of text types and modes, including visual and digital media, music, TV series, classical Chinese stories, documentaries, and bilingual versions of classic and contemporary literature and their film adaptations.

Features of Chinese language use

Students elaborate their message, nominalise, and add complexity to the expression of their ideas. They apply their understanding of appropriate register in a widening range of interactions, and experiment with increasing sophistication in writing, through the use of idiom and references to classical literature. They learn to appreciate the forms and historical value of classical Chinese literature, and to appreciate how language changes over time.

Level of support

Correct Chinese language use continues to be modelled by the teacher to support students' oracy and literacy development. Glossaries, vocabulary lists, dictionaries and digital translation tools are used to support comprehension of an increasingly diverse and complex range of texts and interactions.

The role of English

Classroom interaction occurs primarily in Chinese. English is used when required for comparison or to explore complex ideas related to language, culture and concepts from other learning areas.

Years 9 and 10 Content Descriptions

Communicating

Socialising

Elaborations

Interact and socialise with a range of participants, recognising alternative positions, ideas and perspectives relating to experience and lifestyle

[Key concepts: diversity, perspective; Key processes: discussing, deciding, taking action]

(ACLCHC177)



- exploring concepts related to topical and contemporary issues, including ethnicity and identity, popular culture, technology, social justice, environment, education and future pathways, through interaction with peers and other Chinese speakers, for example, 我听说现在中国的年轻人很喜欢看韩剧, 是这样吗? 你也喜欢看韩剧吗?
- inviting others to contribute to discussions and provide feedback on own ideas (for example, 你不觉得...吗? 难道...?), and asking questions, acknowledging strengths in others' arguments and providing evidence to contradict, challenge or rebut alternative views
- collaborating to reach agreement by asserting, restating, conceding or negotiating in an appropriate manner (for example, 就算是...; 尽管如此...), recapping the main ideas discussed, suggesting a suitable compromise or solution, and explaining the reasons behind the final suggestion
- discussing how to utilise resources and opportunities outside of the classroom to develop Chinese proficiency, for example, Chinese community school, using Chinese more often with family members and friends, or watching Chinese television
- listening to guest speakers such as ambassadors for Asian literacy or other inspirational young people who are engaged with Chinese language learning, and discussing their experiences and achievements


Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing different views

[Key concepts: expectations, values, beliefs, attitudes; Key processes: evaluating, exchanging, interpreting, negotiating]

(ACLCHC178)



- participate in online discussions and other exchanges to raise awareness of topical issues, for example, 作文大赛《谈谈健康饮食》
- using social media to communicate with peers in a range of locations in order to inform them about social initiatives in Australia, such as 清扫澳洲日, 地球一小时, and inviting contributions of others to initiate similar events in their regions
- volunteering their time in a project that supports other members of the local community (for example, organising a concert to perform at an aged-care facility; providing tutoring in English for older members of the Chinese-speaking community), discussing experiences and persuading peers and others to contribute
- collaborating to make decisions about fashion, purchases, visual appeal, celebrity endorsement and product reliability to determine value for money in relation to own purchases and shopping habits (for example, 虽然这件衣服是名牌, 但是质量不太好)
- investigating services provided to the local community, including social welfare and support services, and considering ways to assist such organisations in promoting and delivering their services
- designing a campaign to promote and persuade people to join a community organisation, for example, creating slogans such as 加入澳洲华人青年会, 你会认识更多的朋友!

Informing	Elaborations
<p>Investigate different interpretations of contemporary and historical events and people [Key concept: perspective; Key processes: evaluating, researching]</p> <p>(ACLCHC179)</p>	<ul style="list-style-type: none"> viewing reports on news and current affairs programs to develop an overview of events, and discussing responses of individuals and groups to issues and events such as environmental pollution, rapid urbanisation or a threat to public health or safety gathering information from a range of sources on a contemporary or historical Chinese figure to evaluate that person's impact on Chinese society past or present, for example, Mao Zedong, Deng Xiaoping, Jiang Jieshi or Confucius accessing articles, history books, and newspapers to gain knowledge of the causes and potential outcomes of events and issues in contemporary societies comparing different interpretations of historical and political events to develop an informed perspective identifying the implied values that influence a writer's representation of a particular issue, for example, reporting on how the issue of 空巢老人 in China is influenced by the Chinese values of 'family being together' and 'filial piety'
<p>Develop and present a position on topical events and people by referring to a range of sources, and connect this position to the perspectives of others [Key concept: perspective; Key processes: processing, informing]</p> <p>(ACLCHC181)</p> 	<ul style="list-style-type: none"> substantiating their position with examples from texts, quotes or statistical data and by using 成语 or 谚语, for example, 养不教, 父之过, 父母当然要对孩子的教育负责 presenting opinions using strategies suited to audience/readers' expectations, such as 欲扬先抑 (to criticise before praising) evaluating the credibility of sources by analysing accuracy of evidence, references to other sources, and appropriate use of formal language designing a research plan for learning tasks, such as 《人口增长》, and listing sources of information, data needed, questions to be asked and stating reasons for own decision making
Creating	Elaborations
<p>Interpret representations of people and events encountered in contemporary and traditional Chinese performance [Key concepts: entertainment, representation; Key processes: interpreting, adapting]</p> <p>(ACLCHC182)</p> 	<ul style="list-style-type: none"> explaining concepts such as 侠, 孝, 义 portrayed in 小说 with examples of experiences in imagined scenarios, such as 中国人很重视孝. 孝就是对父母好, 如果父母生病了, 你要照顾他们 analysing common features of entertainment across different forms of media, for example, describing what makes an engaging plot; examining the types of characters that appeal to certain audiences identifying and comparing major themes (for example, concepts of love, success and beauty) portrayed in youth media across different languages and cultures comparing how concepts of humour, happiness and tragedy are conveyed in music, art and drama across languages and cultures

Create imaginative texts, drawing on and adapting representations of people and events encountered in traditional and contemporary Chinese literature, drama or song

[Key concepts: classical, contemporary, literature; Key processes: evaluating, expressing]

(ACLCHC183)



- assuming the persona of a character from a film or story, and reflecting on their experiences; writing letters to characters expressing their support
- identifying ways in which authors and directors arouse empathy in readers and viewers
- collaborating with peers to create own dramatic or humorous representations of people and events encountered in traditional and contemporary Chinese literature, drama or song
- planning with peers to perform plays based on 儿童剧 or 情景剧 for younger year levels
- creating plays in response to classical literature, such as 《草船借箭》, considering how the character's personality can be reflected in dialogue
- creating written and multimodal narratives, poems and reflective journals about people, places and communities in the Chinese-speaking world

Translating

Participate in reading Chinese literature in original and in translation, and explain assumptions or implied meanings which inform how ideas have been translated from Chinese into English

[Key concept: equivalence; Key processes: comparing, transferring, explaining]

(ACLCHC184)



Elaborations

- identifying superfluous or language-specific information that impedes rather than supports understanding when moving between languages, for example, 雷锋其人其事, 在中国几乎人人知道
- using suitable equivalents or providing new culturally appropriate examples to explain concepts or ideas specific to another language or culture, for example, explaining English terms 'chilling' or 'hanging' in Chinese; expressing 百年树人 as 'Rome wasn't built in a day'
- noticing deliberate word choices (such as 人民、大众、居民、人们、老百姓) suited to a particular purpose or style
- identifying the use of sarcasm (for example, 哟, 今天这么早来学校, 太阳打西边出来了) and how it is transferred across languages
- experimenting with 'word play', for example, 谐音秃子打伞---无法无天(无发无天), and discussing how this might be transferred into English





Create and adapt bilingual texts for different settings and audiences, identifying the contextual and cultural challenges

[Key concepts: audience, context, social distance, bilingualism; Key processes: identifying, translating, interpreting]

(ACLCHC185)



- experimenting with different options, rephrasing until the most suitable meaning is conveyed, for example, translating 同学 as 'classmate' then changing it to 'student' or 'peer' as appropriate in the context (这是我的同学。和 同学们好)
- analysing information presented in context and being aware that what is not said also matters (言外之意), for example, 该来的人来了, implying that those who turned up earlier are 不该来的人
- developing a deep understanding of the subtle meanings and uses of new words/phrases encountered, by comparing the ways in which words, grammar and idioms are explained in different reference sources, for example, how a 成语 is explained in English, compared to in a Chinese dictionary 成语字典 and on a 成语故事 website

Reflecting	Elaborations
<p>Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both Chinese and English</p> <p>[Key concepts: face, public, private; Key processes: adjusting, analysing]</p> <p>(ACLCHC186)</p> 	<ul style="list-style-type: none"> differentiating language when engaging with participants from different cultural backgrounds, for example, opening a speech in Chinese with 中国有一句俗语... when in English they would open a speech with a joke describing appropriate ways to engage with others in different contexts, for example, 'I socialise with my friends who speak Chinese in ... ways, but I socialise with my friends who speak English in ... ways'
Understanding	
Systems of language	Elaborations
<p>Explain the role that features of prosody such as intonation and stress play in interactions in various contexts</p> <p>(ACLCHU187)</p> 	<ul style="list-style-type: none"> identifying ways in which rhythm, pace and voice projection impact on interpretation and effectiveness of messages conveyed experimenting with rhythm, intonation and stress when reading aloud, reciting texts or expressing emotion to others discussing differences in pronunciation of words and flow of speech by different Chinese speakers, for example, identifying features of 'native-like' speech in second language learners
<p>Infer possible sounds and meanings of unfamiliar characters encountered in a range of contexts by identifying and explaining the role of semantic and phonetic sides</p> <p>(ACLCHU188)</p> 	<ul style="list-style-type: none"> inferring the meaning of unfamiliar words containing a familiar character morpheme inferring the meaning of terminology in other subjects based on analysis of characters such as 螺旋桨 applying understanding of word formation to identify the word best suited to the required context and use by comparing translations for words in a bilingual dictionary appreciating that the precise meanings of character morphemes are determined by context, for example, 一封 信 and 相信; 企图 and 地图
<p>Understand and apply complex grammatical structures and features to achieve particular effects, and explore grammatical features of classical Chinese (ACLCHU189)</p> 	<ul style="list-style-type: none"> comparing how ideas are ordered and substantiated across genres and languages, for example, in Chinese essay-writing the author's position is generally stated at the end, whereas in Australian academic writing it is stated at the beginning describing the purpose and features of genres that are uniquely important in Chinese literature, and exploring their origin in classic literature, such as 小品文, 散文

Analyse and compose different types of texts for different purposes, using appropriate linguistic, textual and cultural elements (ACLCHU190)



- comparing how statistical data such as census information or surveys is collated and referred to in Chinese and English texts, including consideration of the levels of in-text referencing required across both languages
- analysing linguistic, stylistic and textual features of a range of samples of the same genre to compare the choices made by authors and the impact of those choices, for example, comparing 这位老人已经七十多岁了, 他每天要一上一下地打扫一千八百多级石阶, 该是多么辛苦啊! and 这位老人年纪大了, 要打扫很多石阶, 这些石阶大概有一千八百多级, 非常辛苦
- analysing the layout of magazines and online texts and the deliberate choices of image, font and words to enhance understanding of key ideas and author positioning
- examining the language of newspapers, identifying commonly encountered linguistic terms and considering the concise ways in which world events are reported in Chinese media
- using models of literary styles to create texts and present them in multiple ways, for example, producing an article with 排比 to enhance emotional impact, and reading it aloud to peers, using volume, stress and facial expression to reflect emotions

Language variation and change

Elaborations

Explain how gender, social class and age affect language use in formal and informal contexts (ACLCHU191)



- exploring different levels of formality involving a range of settings and participants
- viewing a variety of blogs and comparing language use in order to hypothesise about the age and gender of the authors
- comparing informal interactions such as live interviews with studio discussions about an issue on news and current affairs programs
- considering the impact of using formal language in establishing one's authority or to display knowledge on a topic
- reading extracts of 古典小说, such as 《水浒传》, and noticing how language use differs from contemporary speech, for example, 史进道: 小人大胆, 敢问官人高姓大名? 那人道: 洒家是经略府提辖, 姓鲁, 讳个达字。敢问阿哥, 你姓什么?
- converting informal spoken language into formal register to suit particular purposes, and experimenting with terms such as 明文规定 and 众所周知

Explore ways to use traditional characters to enhance their own communication (ACLCHU192)



- listing and quoting famous sayings from traditional literature, such as famous lines from poems, to relate to readers who have similar reading experiences
- identifying examples of 成语 in Chinese students' writing, discussing the effect of this and examining errors made, such as in the sentence 我要休息一下, 要不然有个三长两短就不好了

Role of language and culture

Elaborations

Explain how languages shape the communicative practices of individuals and groups, and identify ways to enhance understanding across cultures (ACLCHU193)



- reflecting on how attitudes or values they consider normal in one language may not feel or be viewed in the same way when discussed in a different language, for example humility is a value often conveyed in Chinese but not in English
- exploring what assumptions are inherent in one language and examining how they might talk differently about the same things in a different language
- exploring how concepts such as modesty, individual responsibility and respect for authority influence communication styles, and how they may be interpreted by English speakers as lack of confidence, engagement or initiative

Years 9 and 10 Achievement Standard

By the end of Year 10, students sustain extended exchanges with others (for example, 那个, 你知道的, 就是, 还有) and use Chinese to participate in shared activities, for example, 我为什么学汉语, 澳大利亚的多元文化, 年轻人的兴趣, 网络的好与坏, 你难道不觉得...如果...就...吗? 你的意思是说...,如果是这样的话... They apply knowledge of rhythm, pitch, intonation, and voice projection, and move between traditional and simplified characters as appropriate to role, audience and purpose.

Students respond to and create imaginative, persuasive and informative texts such as 自发采访, 本地电视节目, 访谈节目 and 偶像剧, 娱乐节目, 电影片断, 音乐录影, in a range of generic formats, making choices with regard to audience and purpose, for example, 澳大利亚土著人的艺术, 我看移民热, 现代女性的地位, 报刊杂志, 百科全书, 百度等搜索引擎. They use Chinese to maintain social relationships with and interact with a diverse range of people across a variety of situations and contexts, using common colloquial expressions. They construct sentences using a range of structures to incorporate information and ideas, including relative and attributive clauses, conditionality and indefinite pronouns. Students compare information and ideas, explain or justify perspectives, and relate events using conjunctions. They apply a range of stylistic devices to engage and influence audiences, for example, 夸张, 幽默.

Students explain how the traditional and simplified forms of the Chinese writing system convey meaning, and how ideographic cues can be used to extend meaning. They analyse the key features of Chinese grammar and sentence structure, and compare language use across a range of contexts and modes. They explain how features of culture impact on communication practices across languages, and apply this knowledge to their own interactions with others.

The Australian Curriculum Languages - Chinese Background Language Learner Pathway - Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students understand the ways in which they use more than one language in their daily lives. They understand the differences between the Chinese and English oral and written language systems and begin to extend their knowledge of language structures and texts.

Chinese language learning and use

Students are immersed in Chinese and begin to explore social issues, including environmental sustainability and family structure. Students explore the world of Chinese language with a focus on extending their contexts and purposes of use and refining their skills in using language that is appropriate to purpose and audience.

Contexts of interaction

Students interact using Chinese in the classroom and wider school environment, and with family and the local community, exploring the place of Chinese-speaking communities and the relevance of the experiences of past communities to the modern world.

Texts and resources

Students engage with language through visual media, poetry, drama, music, TV series and documentaries. They correspond with others by text message and email and through class-based social networking sites.

Features of Chinese language use

Written language use includes learning to read extracts from both Chinese and English literature to compare features of individual works. Students read nonfiction texts that are often glossed in Pinyin or supported with vocabulary lists. They learn to analyse new characters encountered in texts with a focus on mapping these character forms to their known spoken language. Oral language use includes participating in discussions and presentations on topics of interest and on life experiences in different contexts and cultures. Students participate in activities that focus on pronunciation, tone and rhythm, and learn to appreciate how their own language use compares to modern standard forms.

Level of support

Correct Chinese language use is modelled by the teacher to support students' Chinese oracy and literacy development. Vocabulary lists and model texts support literacy development.

The role of English

Classroom interaction is predominantly conducted in Chinese, with English being used to compare languages and explore complex ideas related to language, culture, learning and concepts from other learning areas.

Years 7 and 8 Content Descriptions

Communicating

Socialising

Elaborations

Interact with peers and familiar adults, exchanging opinions and feelings and establishing friendships

[Key concepts: context, choice; Key processes: responding, transacting, exchanging]

(ACLCHC194)



- exchanging greetings with peers and familiar adults, choosing the appropriate greeting to suit age or position (for example, 您好, 老师好) or time of day, for example, 你早, 晚安
- responding to invitations to participate in personal celebrations, including accepting and declining in appropriate ways, for example, 谢谢你的邀请, 祝你生日快乐。但是我星期日要...对不起, 不能参加你的聚会。希望你玩得高兴
- sharing personal ideas and opinions on experiences such as home life and routine, school and education, diet and food, travel and leisure, climate and weather, expressing opinions and preferences, and stating reasons to elaborate the message, for example, 我不太喜欢...、我觉得...因为
- exchanging information and opinions in class dialogue, responding to questions (for example, 你喜欢运动吗?), expressing agreement or disagreement with others' opinions (for example, 对, 我也很喜欢运动。) and ensuring that other participants are included in interaction, for example, 我去过法国, 你呢?
- comparing own experiences to the lives of young people in other Chinese-speaking communities, for example, 我觉得 7:30 上学太早。我不坐地铁上学, 我坐公共汽车上学
- using set phrases to greet, thank, apologise, and ask permission from peers and teacher, for example, 我可以上厕所吗? ; 谢谢; 对不起
- following teacher's instructions such as 站起来 or 我们看书 and restating teacher's instructions to peers when needed (for example, 老师说我们...再...); responding to teacher's questions with actions or answers, for example, 懂了吗?
- responding to teacher's praise (for example, 非常好, 太棒了) or suggestions, for example, 明天做, 今天休息
- participating in a shared blog and exchanging personal information such as name, age, school, year level and nationality with readers from a sister school, for example, 你好, 我叫 Ann, 我是澳大利亚的学生
- responding to correspondence, such as letters from pen pals, including by answering questions, clarifying meaning (for example, 你说你想来澳大利亚, 是吗?), seeking further information (for example, 你想一月来吗?) and addressing requests, for example, 澳大利亚一月是夏天, 很热
- maintaining contact with classmates and recording events in everyday life by keeping a weekly or daily online journal or blog, recording highlights of school or home life and leisure activity (for example, 今天我的足球队又输了, 真没劲!) or a holiday experience, for example, 袋鼠岛游记
- composing messages in an appropriate format for text messages, emails and letters, and using appropriate terms of address, for example, 敬爱的王老师 (for a formal letter) or 嘿, 小王, 最近好吗 (for a casual letter or message)

Participate in planning individual and group action to contribute to school and local community, making choices from available options

[Key concepts: leisure, education, relationships; Key processes: transacting, exchanging]

(ACLCHC195)



- participating in conversations in imagined scenarios involving purchasing items, asking questions about availability and range of goods (for example, 你有没有红色的? / 你有什么颜色的?) and specifying quantity or type of item when selecting from options, for example, 三斤苹果, 一包糖, 我要买这件
- negotiating with peers on colour, size, quantity and other aspects of goods and services, and making decisions based on collective opinions, for example, 我喜欢那个... 你喜欢... 所以, 我们应该...
- completing transactions by confirming price (for example, 多少钱? 五块吧) and exchanging money, recognising Chinese currency
- creating posters or fliers to promote cultural events to the local Chinese community and the community at large, such as 悉尼艺术节, XXX音乐剧
- producing Chinese language versions of school promotional materials to assist the Chinese community to engage with school activities, for example, a school fete, principal's tour, sister school visit

Informing

Elaborations

Locate and organise key points of information from a range of familiar sources

[Key concept: information; Key processes: collating, analysing]

(ACLCHC196)



- applying knowledge of the world and their own experience to assist understanding of the meaning of texts, such as by discussing topics studied in other learning areas and exploring related Chinese texts, for example, understanding 黄山归来不看岳 by connecting knowledge or experience of visiting 黄山
 - making connections between images and charts and the content of texts, and identifying key words to locate information, for example, in the chapter headings of a book
 - listing possible resources before undertaking a research project and giving reasons for why these resources might be useful
 - listening for structural cues such as signposting, and considering images, music and voice to enhance understanding of key ideas conveyed, for example, identify changes in tone of voice and pacing to indicate potential danger or a sense of **urgency**
 - experimenting with different note-taking strategies when listening, for example, noting key words in Pinyin and recording numbers using Arabic numerals
 - listening to or viewing public information texts such as weather forecasts and announcements and identifying specific information and key words, for example, 点, 度, 米, 公里, 元/块
 - viewing texts such as a cooking program and answering questions from classmates on key procedures and main ingredients, for example, 蚂蚁上树没有蚂蚁。树是粉丝, 蚂蚁是猪肉
 - obtaining the gist or specific information when listening to a flow of words by focusing on familiar, predictable items, and identifying aspects of voice, gesture or language choice that convey varying degrees of enthusiasm or dislike, for example, 我一点儿也不喜欢... compared to 我不喜欢...
 - collating information and ideas to present to others using various tools and charts and with consideration of the relevance, organisation and sequencing of information, for example, considering: What is the best way to introduce the topic? What do they want the audience to remember? What is the main message being communicated?
 - representing information to others by restating key phrases and explaining reasons for actions and feelings, for example, 她很高兴, 因为...
-

Represent factual information related to other learning areas and on topics of interest in a range of texts and formats for different audiences

[Key concepts: information, data, significance, legacy; Key processes: locating, analysing]

(ACLCHC197)



- preparing and creating a video clip to share with peers overseas introducing aspects of local culture, including interesting places, history, famous people, and lifestyle, for example, 墨尔本的电车
- creating posters (for example, about a local city or popular site) to convey information to Chinese peers, using pictures, maps and data to support text
- presenting information in alternative formats to suit the purpose and the needs of the reader, for example, creating graphs or tables to categorise information when contrasting 澳大利亚和中国的地理
- selecting words from word lists to create informative texts such as signs, slogans and notices, and using electronic tools such as a digital dictionary to extend own expression
- obtaining and representing information from texts that include both text and visual images to explain aspects of lifestyle or culture in different communities, for example, TV guide, brochures, advertisements or timetables
- presenting information on topics of interest related to the natural world, human history and endeavour, geography, or the built environment, using visual supports such as tables, charts, calendars and maps
- analysing what information is needed to research a topic, employing Chinese search engines to access diverse sources of information online and choosing the most suitable sources, for example, 这个网站看上去像正规网站吗? 这个网站是官网吗?

Creating

Elaborations

Interact with and express opinions on a range of imaginative texts

[Key concepts: imagination, attitude, beliefs; Key processes: analysing, creating]

(ACLCHC198)



- viewing segments of texts such as popular music videos in Chinese from various sources of media, such as Pop Asia on SBS, and expressing personal opinions, for example, 我觉得...很有意思
 - comparing stories and characters in Chinese and Australian popular media and identifying the themes and topics that interest young people from different cultural backgrounds, for example, 澳大利亚的年轻人也很喜欢看动作片
 - reading short texts such as comics and cartoons, and identifying words, phrases and expressions the author has used to capture characters' emotions and reactions, for example, euphemistic phrases such as 真的吗? 真倒霉! 哎呀!
 - reading extracts from culturally significant Chinese children's literature, discussing their personal responses to the characters and storyline, and relating the story to personal experience or expressing empathy for characters
 - reading jokes or cartoons in Chinese, discussing how humour is conveyed through words and the presentation of ideas, and comparing with humour in English, discussing whether 'entertainment' means the same thing in different languages and cultures
 - reading children's literature, including fables and traditional stories, exploring values and morals such as the concept of 寓意 in 动画片, 小人书, and comparing values and morals conveyed through texts across cultures, for example, 凿壁偷光, 塞翁失马 (你能找到英语中类似的说法吗? 你觉得这个故事的寓意在澳大利亚有意义吗?)
-

Adapt events and characters from popular Chinese narratives for particular audiences and to create specific effects

[Key concepts: sequence, story; Key processes: adapting, creating]

(ACLCHC199)



- creating songs or jingles to promote products, services or events in imaginative ways
- performing Chinese songs, experimenting with rhythm, voice, emotion and gesture to convey the songs' intended sentiment and meaning and to enhance entertainment
- exploring personal response to people, places, events and experiences within texts (for example, creating a diary entry from the perspective of a character encountered in a traditional story), and reflecting on language choices made
- creating short narratives to capture the experiences, thoughts and emotions of characters in imagined contexts
- creating digital stories by producing labels for pictures, photographs and cartoons, and presenting them in combination with sound, voice and music to convey a sequence of events
- plotting a storyline in Chinese, considering: Who is the main character? How can I make this character interesting to readers? How can I sequence my story to grab the reader's attention?
- creating narratives to describe imagined experiences in diverse contexts, based on sample topics and texts, for example, imagining a visit to China and recounting a visit to a homestay family or an adventure on the Great Wall, or describing experiences when a Chinese student comes to stay in Australia
- creating stories in various literary styles (for example, 记叙文、散文、诗歌), experimenting with descriptive language to capture the intensity of characters' emotions and to create tension, for example, 我看到好多漂亮的花, 有粉红的, 雪白的, 真是太美了

Translating

Elaborations

Translate short texts and identify words and phrases in Chinese that do not readily translate into English
[Key concept: equivalence; Key processes: comparing, translating]

(ACLCHC200)



- reading bilingual texts such as advertisements and signs, and exploring the effectiveness of and reasons for particular translations
- reading children's stories in bilingual form and identifying which ideas in Chinese and English may or may not translate directly
- observing interactions between speakers of Chinese and describing the interaction in English, including features of prosody as well as language
- observing an interaction between a teacher and students in China and contrasting the patterns of interaction displayed with their own experience in Australia
- explaining culture-specific concepts such as humility (谦虚) to people from different cultural backgrounds, providing examples of when and how 谦虚 should be shown and how it is understood by participants in an interaction, for example, when accepting/denying praise
- identifying times when it is useful to employ words or phrases not normally used in English, for example, applying Chinese speech patterns when speaking about family members in English to a Chinese person, such as saying 'my brother's son' instead of 'my nephew'
- identifying cultural differences in how meanings are conveyed by comparing texts in Chinese and English, for example, public announcements, TV advertisements, information brochures, public notices and signs

Create simple bilingual texts for different audiences, considering the influence of different roles, relationships, settings and situations

[Key concepts: audience, context, bilingualism; Key processes: translating, interpreting]

(ACLCHC201)



- acting as interpreter for visitors of diverse backgrounds and communicating their message to speakers of other languages, applying strategies such as clarifying, rephrasing and explaining when mediating cultural concepts
- using a range of resources to assist in creating a Chinese translation of an English language text, exploring the functions of print and digital translation tools and discussing their strengths and weaknesses
- appreciating the role of code-switching as a tool for mediating language and culture, and applying it in their own communication

Reflecting

Elaborations

Reflect on personal responses and reactions during interactions in Chinese such as talking with a Chinese adult or interacting online with Chinese peers

[Key concepts: reflection, place; Key processes: reflecting, observing, noticing]

(ACLCHC202)



- engaging with Chinese speakers through organised school activities, for example, communicating with students at a Chinese school via Skype or welcoming visitors to own school), recording moments when difficulty is experienced in communication, reflecting on the cause of the difficulty, and noticing how next interaction improves
- observing interactions between Chinese speakers and noticing the difference word choices and use of gesture among participants
- identifying language use in different contexts, such as a family eating out in a restaurant (for example, noticing the seating arrangement, the background environment and how dishes are ordered and presented) and discuss how this compares to one's own experience
- comparing how language and gesture are used to communicate in English and how these features would be understood when interacting with Chinese people; identifying how their communication style may need to be altered when conveying ideas in Chinese
- improving language choices across cultures, such as when meeting people for the first time (for example, when being introduced to a parent's friend);
- comparing how the residential address in Chinese and English reflects certain values in the different cultures
- recognising their own tendency to generalise or stereotype during interactions (for example, 地域歧), and considering questions to ask about the other person's cultural background, being sensitive to the possibility of causing offence
- participating in cultural events and reflecting on how cultural practices change in a different context, for example, 我们家不过中秋节, 因为大家都觉得不太重要。母亲节有时候我们全家回去爷爷奶奶家一起吃饭
- being aware of how own ideas may be perceived by others based on language choice, for example, 我妈妈不喜欢我说汉语中间夹英语, 但是我和朋友经常这样说, 她也经常这样说。有的时候姥姥听不懂, 我就会想想全用汉语怎么说

Understanding

Systems of language

Elaborations

Explain the phonological and tonal features of Chinese, including variations in tone, stress and phrasing in diverse settings (ACLCHU203)



- recognising the value of Pinyin romanisation to assist in distinguishing and analysing differences in spoken Chinese, to generate digital texts and to develop understanding of sound–symbol correspondences in characters
- identifying subtle differences in pronunciation in spoken Chinese, including variations in regional accents, especially in speakers of other dialects, for example, distinguishing between ‘qing’ and ‘qin’, ‘lou’ and ‘rou’, ‘liang’ and ‘lang’, ‘shi’ and ‘si’, ‘lan’ and ‘nan’
- developing tone discrimination and exploring the impact of tone choice, including tone sandhi, on the meanings expressed in speech, for example, ‘mǎi’ and ‘mài’, ‘bùqǔ’ and ‘búqǔ’

Identify features of individual characters and the form and function of components in individual characters and in related characters (for example, 心, 想, 情, 闷), and learn to relate components (部件) and sides (偏旁) to the meaning and sound of characters (ACLCHU204)



- recognising subtle differences and the implications for sound and meaning when discriminating between characters of similar appearance, for example, 我 and 找
 - analysing the nature of components, and their arrangement and function in a range of characters, for example, fire (火/灬) and heart (心/忄) components
 - analysing common simple and compound characters and identifying the possible placement of specific radicals and components in a compound character, for example, the placement of 扌 on the left-hand side
 - recognising clues inherent in characters when attempting to map specific sounds and meanings onto correct character forms, for example, exploring the reliability of semantic and phonetic functions of components and sides regularly encountered in characters containing common elements such as 请、精、猜; 认、忍、任; 忍、想、思
 - categorising words containing a common morpheme to better understand the relationship between morphemes and specific word meanings, for example, using dictionaries to explore the range of words created from a common character morpheme such as 情 and 性
 - discriminating between the functions of morphemes with related meanings, for example, 餐-饭; 玩-做; 做-作
-

Explore features of the Chinese grammatical system (ACLCHU205)



- developing a metalanguage to talk about and compare features of grammar across languages
- comparing the impact of sequencing choices (for example, 我不能按时交作业因为我感冒了 versus 我感冒了所以不能按时交作业) when explaining or justifying an action
- exploring the multiple uses of frequently encountered features of Chinese syntax such as particles 的 and 了
- exploring uses of cohesive devices such as 可是; 因为... 所以...; 如果...就... to sequence and order ideas and events (for example, ...的时候、以后、以前; 先...然后...; 完), to compare ideas (for example, 跟...一样/不同; 比), and as simple connectives, for example, 不但...而且...; 虽然...但是...
- organising information in diverse ways and discussing the logical flow of the information, considering whether it meets the audience's expectations, for example, comparing 目前陆地上的煤、石油等资源 由于长期开采, 已经越来越少。and 由于长期开采陆地上的资源, 比如煤和石油, 目前已经越来越少
- comparing metaphorical and literal meaning in texts, for example, 远远的街灯明了, 像是闪着无数的明星
- analysing rhetorical devices in texts (for example, 比喻、夸张、排比), identifying culturally specific features such as 日月如梭, 难于上青天, and experimenting with rhetorical devices in own texts

Identify how information and ideas are organised in a range of genres, and compare the textual features of narratives in Chinese and English to determine features which are distinctive to Chinese (ACLCHU206)



- comparing the expression of ideas in diverse traditional and contemporary literary texts, for example, exploring the different ways in which the story of 孙悟空 is told in a cartoon, story or TV show
- recognising and applying features of diverse text types, for example, comparing features of narrative, recount, report and procedure
- comparing the ways in which similar ideas and concepts are presented in diverse genres, discussing the impact of genre choice on text structure and language use (for example, in persuasive and evaluative texts) and examining how language choices achieve the desired effect
- exploring the traditional structure of persuasive texts in Chinese (for example, 总起-分述-总结) and discussing its effectiveness
- reading samples of formal texts such as news articles, official letters and informative reports, and identifying how language use compares to their own everyday speech
- analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing

Language variation and change

Elaborations

Differentiate features and apply rules for expressing meanings in spoken and written modes in different contexts (ACLCHU207)



- exploring how the rules of word order can be altered in informal interactions, for example, noticing that the time can be placed at the end of sentences in speech but not in writing
- matching the use of 成语 and 俗语 to appropriate contexts, for example, 夕阳西下 is normally used in written language while 猪八戒照镜子——里外不是人 tends to be used in spoken contexts
- analysing how language is used differently in public texts across different Chinese-speaking regions, for example, the use of traditional versus simplified character forms in overseas Chinese newspapers; word choices and ways of reporting on controversial issues
- identifying variability in language used in different contexts, for example, interacting in the supermarket, at the doctor's surgery, or when visiting a friend or relative
- recognising language choices that reflect varying levels of formality as appropriate to context, and applying this to their own interactions (for example, 爷爷 and 祖父, 累死了 and 非常疲惫)

Explore the role of language in passing on cultural values and beliefs to younger generations and identify changes in language use over time (ACLCHU208)



- exploring the extensive and ongoing role of idiom (for example, 成语 and 谚语) in contemporary texts and everyday speech
- recognising the influences of other languages and cultures on the Chinese language (for example, and the use of code-switching), and exploring how language choice (such as communicating in regional Chinese, English, standard Chinese or youth slang) indicates membership of a group and can exclude others from the interaction
- identifying situations in language can be used to position themselves or others as an insider or outsider, for example, the use of 老外 in Australia to refer to non-Chinese; the choice between 咱们 and 我们 to include or exclude participants
- experimenting with voice projection, pitch and rhythm when trying to assert own view or idea without disempowering or dismissing others, for example, to appear authoritative when speaking on an issue or topic, or to reprimand, advise or motivate others

Role of language and culture

Elaborations

Discuss ways in which language choices indicate aspects of social position (such as class, gender and ethnicity) and inhibit or encourage others' involvement or sense of belonging (ACLCHU209)



- exploring how known languages influence their communicative preferences, such as how the values of one culture may be reflected when communicating in another, for example, differences in the use and frequency of 'thank you' and 谢谢 which is simply a sign of gratitude in English, whereas in Chinese overuse of this indicates distance between participants in interactions
- exploring how cultural concepts of family and the importance of one's sense of connection to others influence use of Chinese
- exploring the origins of 成语 and 歇后语 encountered in texts such as 朝三暮四, 姜太公钓鱼, and using set phrases to share or convey a cultural idea in own writing, for example, 塞翁失马, 笨鸟先飞

Years 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Chinese to sustain interactions in their personal and social worlds (for example, 你叫什么名字？你多大了？你住在哪个城市？, 不对, 我是说... and 老师, 我可以用电脑吗？), making appropriate language choices for different roles, relationships and situations, for example, 你的那个, 那个 assignment 做完了吗？ They access and analyse information (for example, 排版结构, 表格, 图标) from a range of sources which include familiar characters and use this information for a range of purposes. Students interpret, translate and create a range of spoken, written and multimodal Chinese texts for imaginative, informative and persuasive purposes and for different audiences. Sentences generally contain two or more ideas connected by cohesive devices (for example, 如果...就...), and use a range of time phrases (for example, 然后;就) to sequence events and ideas. Students make comparisons (比;跟...一), and provide reasons to explain their opinions or actions, using conjunctions (因为、所以、因此).

Students explain the diversity in speaking and writing systems across languages, including regional variations within Chinese, and how these differences impact on their own understanding and communicative practices. They identify familiar characters in their simplified and traditional forms, and explain the differences between standard Chinese and dialects that may be spoken in their family. Their written literacy is still developing and they produce longer and more complex texts through the use of digital resources than in handwriting. They describe how the distinctive features of Chinese grammar and texts can be used to achieve particular effects and purposes. They explain how ideas are mediated across languages and cultures in their local communities. They express their own understandings of the Chinese cultural values that influence their own communicative practices.

Years 9 and 10

The nature of the learners

Students extend their knowledge of language structures and text organisation through reading and viewing authentic material and discussing how to apply new learning to their own communication. They explore the nature of their dual identities and bilingual capabilities.

Chinese language learning and use

Students are immersed in Chinese language, exploring issues related to youth culture and topics of educational and social relevance. They begin to make connections and comparisons with the experiences of other young Chinese speakers and with those of other cultural groups in Australia. They also consider their own place in Australia and the nature of the relationship between Australia and the Chinese-speaking world.

Contexts of interaction

Contexts for interaction extend beyond the school and home environments to include increased engagement with students' local communities, in particular with older generations.

Texts and resources

Students engage with a variety of texts, including dictionaries and online translation tools, local print and digital media, and abridged bilingual versions of classic and contemporary literature and their film and TV adaptations.

Features of Chinese language use

Students participate in discussions, debates and presentations on local and global issues and initiate inquiry into topics of interest. They extend their writing skills to include more informative and objective language and write in more formal genres, such as articles and reports. They develop their skills in analysing characters and recognising word and clause boundaries in extended text. Students explore the influence of English on their own communication in Chinese, both in pronunciation and in linguistic structures, and the role of code-switching in their daily language use. They share ideas about how they can contribute to Australian society through maintaining their bilingualism and through establishing a more stable identity where they are interculturally and intraculturally aware.

Level of support

Correct Chinese language use continues to be modelled by the teacher to support students' Chinese oracy and literacy development. Glossaries, vocabulary lists, dictionaries and online translation tools are used to support comprehension.

The role of English

Classroom interaction occurs in Chinese. English is used when required for comparison or to explore complex ideas related to language, culture and concepts from other learning areas.

Years 9 and 10 Content Descriptions

Communicating

Socialising

Elaborations

Interact with peers and others in familiar and unfamiliar contexts to exchange alternative ideas and perspectives, and to express preferences and opinions

[Key concepts: ritual, relationships, generations, values, identity, ancestry; Key processes: negotiating, participating]

(ACLCHC210)



- stating opinions on school life, family life, familiar people, experiences and significant personal events (for example, 我最喜欢圣诞节), and indicating preferences with reasons such as 我想去看...电影, 因为听说这个电影很好看
- engaging in oral and digital discussions on topics of personal interest such as music, TV programs or sports, asking questions to seek ideas, request repetition and clarify meaning (for example, 你说你的生日是明天, 是吗?) to enhance mutual understanding, for example, 我不太喜欢听流行音乐, 我更喜欢摇滚乐, 因为摇滚乐很有力
- using different ways of expressing apology, appreciation or gratitude, and comparing practices across contexts, considering which term to use in various situations and according to the relationship between participants, for example, 谢谢; 辛苦你了; 麻烦你了; 真对不起; 非常感谢
- notifying teacher of work due in other subject areas, for example, 我有很多数学作业; 我星期一有科学测验
- expressing opinions on lesson activities and learning tools, for example, 我觉得很好玩儿; 我觉得很有用; 我喜欢用网络词典
- requesting assistance or seeking advice on a feature of language (for example, mobile phone。中文怎么说, 怎么写(面)这个字呢?), and exploring concepts related to topical and contemporary issues (such as ethnicity and identity, social justice, environment, education and future pathways, technology, and popular culture) through interaction with peers and other Chinese speakers, for example, 我听说现在中国的年轻人很喜欢看韩剧, 是这样吗? 你也喜欢看韩剧吗?
- inviting others to contribute to discussions and provide feedback on own ideas (for example, 你不觉得...吗? 难道...?), and asking questions, acknowledging strengths in others' arguments and providing evidence to contradict, challenge or rebut alternative views
- substantiating their position with examples, quotes or statistical data and using 成语 or 谚语, for example, 养不教, 父之过父母当然要对孩子的教育负责
- collaborating to reach agreement by asserting, restating, conceding or negotiating in an appropriate manner (for example, 就算是说...; 尽管如此...), and recapping the main ideas discussed, suggesting a suitable compromise or solution and explaining the reasons behind the final suggestion
- responding to inquiries in correspondence from overseas peers and via social media by describing the lifestyle of Australian young people, with particular attention to unique aspects of Australian culture, for example, 澳大利亚有..., 人们生活...
- engaging with educational social media to document own experiences and achievements by posting a weekly journal or blog for others to read, for example, 本周XX俱乐部足球赛
- experimenting with ways of expressing ideas in more formal contexts, such as using objective rather than subjective language to recount events, for example, 袋鼠

很多 compared with 我看到了很多袋鼠

Participate in planning and presenting a social or cultural event, negotiating options and solving problems

[Key concepts: community, emotion, multiplicity, power Key concepts: participating, negotiating]

(ACLCHC211)



- designing a campaign to promote a community organisation and persuade people to join, for example, creating slogans such as 加入澳洲华人青年会, 你会认识更多的朋友!
- asking open questions, inviting others to elaborate their ideas and restating to confirm understanding, for example, 请说一下您为什么决定...? 为了保护环境, 你一般做什么? 你已经说过...; 你说的是..., 对不对?
- considering how the use of a polite tone and respectful language when making a complaint may empower both speaker and listener to achieve a positive outcome, and how advice may be given in a non-judgmental way, for example, 你最好/我觉得你应该/我知道...对你很重要, 可是... rather than 你一定要/如果你..., 就.../你太...
- negotiating to achieve desired goals by asserting, conceding, and expressing obligation (for example, 必须、一定要) or absence of choice (for example, 没办法、不得不) in an appropriate manner
- participating in organised visits to Chinese-owned stores in the local area; specifying the quantity or nature of items required; requesting, negotiating and accepting prices; and completing transaction
- participating in shopping scenarios with classmates, expressing opinions about qualities of goods (for example, 这个红色的裤子真好看), making comparisons with other retailers or service providers (for example, 他要一百块, 你要一百三十块) and expressing satisfaction or dissatisfaction with price, for example, 太贵了
- negotiating with classmates to determine an appropriate gift for an overseas visitor, acknowledging others' ideas and opinions, and offering alternatives, for example, 这件大衣太大了, 我不要, 我看一看那件吧
- acknowledging the ideas and opinions of others and expressing agreement (for example, 好的、我同意), disagreement (for example, 对, 可是), excitement (for example, 太好了) or disappointment (for example, 真可惜) when interacting with others

Informing

Elaborations

Summarise and compare factual information about people, places and lifestyles drawn from a range of sources, including multimodal sources

[Key concepts: information, values, judgment, bias; Key processes: selecting, comparing]

(ACLCHC212)



- viewing reports on news and current affairs programs to develop an overview of events and discuss the responses of individuals and groups to issues and events such as a threat to public health or safety, environmental pollution, or rapid urbanisation
 - listening to and viewing texts such as celebrity interviews, news reports and documentaries on tourist hot spots, and obtaining the gist by focusing on familiar, anticipated items in a flow of words, for example, names of people and places, time and date, attitude and opinions
 - listening to and viewing interactions and noting the different opinions and ideas of different participants, focusing on key words and non-verbal cues to identify feelings
 - using dictionaries and other resources to interpret key words, for example, identifying the likely meaning of 七夕 in the sentence 农历七月七日 is 七夕
 - identifying important ideas and interpreting implied meanings in texts, recognising possible bias when judging the value of information
 - using listening strategies appropriate to a range of purposes, including listening for specific information, listening for key ideas, listening for overall understanding, or listening in order to repeat information to others
 - presenting opinions using strategies suited to the audience or reader's expectations, such as 欲扬先抑 (to criticise before praising)
-

Develop and present a position on an issue based on information drawn from different perspectives and sources and provide advice and guidance

[Key concepts: information, advice, media,; Key processes: classifying, evaluating, advising, guiding]

(ACLCHC213)



- identifying the positions of different speakers and exploring the explicit and implicit values and reasons that may have led to the development of their own perspectives, for example, why a Western speaker of Chinese may look at an issue differently to a native Chinese speaker; the different perspectives of a city resident versus a rural resident
- developing an information kit about the local city or region to provide to Chinese visitors via a local tourism website, including details on history, climate, environment and cultural activities supported by visuals
- creating short texts to inform others on topics of interest (such as 中国的茶-澳洲咖啡), and providing an objective perspective by discussing alternative views, for example, 有人说...也有人说...他们都不知道...所以...
- accessing a range of sources of discussion (such as online debates in public forums and TV talk shows) and identifying factors that potentially cause bias on an issue, such as era, generational differences, cultural factors and individual personalities, for example, 有人认为愚公很傻, 尤其是生活在现代的人
- presenting a balanced view on a contemporary issue, referring to evidence to support ideas and elaborating on own perspective
- engaging with different representations of ideas, comparing perspectives and developing an informed position on issues relevant to their own lives, for example, 在中国有人说移民澳洲好, 因为生活轻松; 也有人说移民澳洲不好, 因为没有熟悉的家人朋友。我觉得...因为...
- presenting information on an issue such as 独生子女政策 by discussing perspectives and comparing experiences and opinions, noting how some people focus on positive effects on society and others focus on personal experiences of being a 独生子女
- collaborating to produce multimedia displays to share with readers overseas to provide a local insight into issues such as the experience of international students in Australia, and highlighting the features that might be most relevant to overseas readers
- collating information from personal research and writing reports on issues relevant to youth across cultures, such as pressure to follow fashions and trends, bullying, and inspirational people

Creating

Elaborations

Explore and express opinions on themes and emotions revealed in modified texts from classical and contemporary Chinese literature

[Key concepts: classical, contemporary, literature; Key processes: evaluating, expressing]

(ACLCHC214)



- responding to literary texts such as 《某某后传》 through own creative text production, employing the literary styles and methods identified in such texts
 - keeping a journal to reflect on emotions and experiences of individuals encountered in texts
 - identifying and comparing the language used to explore major themes such as love, success and beauty in youth media across different languages and cultures
 - participating in class discussion on messages conveyed in traditional and contemporary texts and comparing how concepts of humour, happiness and tragedy are conveyed in music, art and drama across languages and cultures
 - understanding the values inherent in the use of music, imagery and stereotypical representations of people, places and practices in diverse forms of youth entertainment
 - identifying and discussing generational and cultural differences portrayed in contemporary media
 - examining songs that have remained popular for generations or have become anthems for particular groups of people, and discussing why these songs have achieved such success
 - reading a range of imaginative texts from other cultures, keeping a reading journal (读书笔记) to record own responses, and participating in class discussions about texts such as 《小王子》 and 《安徒生童话选》
-

Create narratives to describe experiences involving imagined people and places

[Key concepts: fact and fiction, challenge, morality, human experience; Key processes: adapting, creating, imagining]

(ACLCHC215)



- collaborating with peers to perform a script from 儿童剧 or 情景剧 for younger year levels to engage them with the imaginative world
- creating a script in response to a story from classical literature, such as 《草船借箭》, and considering how to convey the characters' personality through language
- creating own dramatic or humorous representations of people and events encountered in traditional or contemporary Chinese literature, drama or song
- writing a creative account of an imagined experience involving Chinese visitors to the local community, such as hosting a Chinese student or taking a tour group to a local sporting event
- creating a Chinese voice-over for a scene from an English language sitcom and experimenting with ways in which language, images, action and humour are used to enhance appreciation of the message
- collaborating to create performances in which they assume an imaginary role, for example, a skit about celebrating Spring Festival, a simple lyric about school life, or a rap about being a student of Chinese
- creating narratives that hold the attention of readers, for example, beginning a story with 你知道吗? and experimenting with 正叙, 倒叙, 插叙 to sequence events
- collaboratively creating short plays describing the experiences of imagined characters in different cultures, for example, 《James在上海》
- using descriptive language to set the scene and capture the reader's imagination, for example, describing the sound of traffic and the smell of breakfast stalls on a busy morning in a Chinese town
- exploring how alternative words can be used to convey a range of attitudes and varying degrees of emotion towards people, places and events, for example, 我真高兴。你快乐吗? 他很幸福!
- comparing portrayals of a range of social groups in media, for example, how urban and rural communities and residents are portrayed in both traditional and contemporary texts
- creating own narrative accounts of the life experiences of major historical figures or characters from literature, for example, 诸葛亮, 孔子和他的学生
- engaging and entertaining the audience through the use of devices such as humour, irony and metaphor, and embellishing ideas (for example, 猜猜我昨天干了什么? as opposed to 昨天我), and building up to a climatic ending

Translating

Elaborations

Translate a range of simple Chinese texts and identify how some concepts can be mediated readily between Chinese and English and some cannot

[Key concept: equivalence; Key processes: comparing, translating, explaining]

(ACLCHC216)



- exploring ways to interpret and explain key concepts and cultural practices identified in Chinese interactions (for example, 面子) and experimenting with how to give 面子 in interaction with others
- considering the uses of different measurement words in Chinese (for example, 小勺 and 茶匙; 斤 and 克) when comparing Chinese translations of English recipes
- comparing alternative translations to identify concepts of 'normality' in their own linguistic and cultural context, for example, using the term 软饮料 (instead of 无酒精饮料) assumes the reader/audience has some understanding of English to understand meaning of 软
- comparing 褒义词, 贬义词 and 中性词 and the contexts they are used in, for example, the differences between 聪明 and 滑头
- identifying words used with specific assumptions, for example, gender (英俊 is used to describe males), significance (会见 versus 见面), formality (光临 versus 来到)
- considering ways to convey culture-specific terms in English (for example, 中药 and 食疗, 上火, 大补)

Create texts in Chinese and English, explaining the linguistic and cultural challenges of achieving equivalence of meaning

[Key concepts: audience, context, social distance, bilingualism; Key processes: identifying, translating, interpreting]

(ACLCHC217)



- viewing documentaries on historical events and figures and determining appropriate English equivalents for key terms with multiple meanings, for example, translating 运动 as '(political) movement' rather than its more familiar meaning, 'sport'
- reading bilingual signs from a range of places, such as restaurants, shops, pools, schools, hospitals and construction sites, and evaluating the effectiveness of the English translations, and possible reasons for such interpretations
- comparing word choices for signs across languages and discussing ways language is used to convey rules, expectations and permission, for example, comparing 闲人免进 to 'Staff Only'
- observing others involved in interpreting meanings in bilingual contexts and identifying challenges and potential issues in mediation
- expanding their own linguistic repertoire by exploring available choices to translate unfamiliar ideas when moving between languages, and reflecting on their own choices and preferences
- experimenting with translations of extended texts, using a range of print and digital dictionaries and translation tools

Reflecting

Elaborations

Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both English and Chinese

[Key concepts: face, public, private; Key processes: adjusting, analysing]

(ACLCHC218)



- identifying diverse ways their Chinese identity is played out in local communities (for example, through membership of community organisations and interest groups) and relating experiences in which their Chinese identity is central to their self-expression
- exploring the ways their Chinese identity influences the different roles they play in life (for example, as a student at secondary school and in Chinese school, and as a son or daughter, an older or younger sibling, a friend, or a member of a sports team) and reflecting on times when linguistic and cultural aspects of their identity are questioned and challenged
- reflecting on own cultural values and evaluating how these intersect with mainstream values when interacting in both Chinese and Australian contexts
- recognising the language choices they make that influence how their identities as individuals and as Chinese-speaking Australians are perceived by others, for example, feeling more Chinese with Chinese people, and less Chinese when on their own or with people from a different cultural background
- varying their language use when engaging with participants from different cultural backgrounds, for example, opening a speech in Chinese with 中国有一句俗语... when in English they would open a speech with some humour

Understanding

Systems of language	Elaborations
Compare features of speech of speakers from diverse regions to standard Chinese including pronunciation and prosody (for example, intonation and stress) (ACLCHU219)	<ul style="list-style-type: none"> • developing tone discrimination and identifying subtle differences in pronunciation, including variations in regional accents, for example, distinguishing between 'qing' and 'qin', 'lou' and 'rou', 'liang' and 'lang', 'shi' and 'si', and 'lan' and 'nan' when listening to interactions between speakers in diverse contexts • comparing their pronunciation and word choices when speaking in Chinese to peers and other Chinese speakers • experimenting with rhythm, pace, tone, stress and other paralinguistic cues, and developing strategies to address aspects of their own spoken Chinese that may impede effective communication with others

Explore and apply the principles of character form and function, including knowledge of semantic and phonetic radicals, to predict associate sound and meaning of new characters encountered in texts (ACLCHU220)



- using character and component knowledge to infer potential sound and meaning of new characters encountered in texts
- examining component form and function to predict sound of unfamiliar characters when reading aloud
- inferring the meaning of terminology from other subject areas based on analysis of characters such as 螺旋桨
- using knowledge of components to select a character from options when inputting Chinese into a digital text
- explaining how morphology works to identify and convey subtle and precise meanings in communication
- inferring the meaning of unfamiliar words containing a familiar character morpheme
- applying understanding of word formation when comparing translations in a bilingual dictionary to identify the word most appropriate to the required context and use
- appreciating that the precise meanings of character morphemes are determined by context, for example, 一封 信 and 相信; 企图 and 地图

Organise and express complex ideas in Chinese, for example, analysing and comparing active and passive sentence constructions (ACLCHU221)



- organising information in a range of ways, and discussing the logical flow of the information and whether it suits the audience's reading expectations, for example, comparing 目前陆地上的煤、石油等资源 由于长期开采, 已经越来越少 and 由于长期开采陆地上的资源, 比如煤和石油, 目前已经越来越少
- analysing the subtle differences between expressions with similar meanings conveyed using, for example, 除了...也 and 除了...都 and 虽然 and 尽管
- exploring the particular functions of key grammatical forms and their correct context of use, for example, distinguishing between the uses of 的、得、地 and 可以、能、会
- employing more complex syntactical features to enhance their own meanings, building on current knowledge, for example, making comparisons, expressing sequence, expressing cause and effect
- using particular discourse features to extend and elaborate their own message, for example, 除此之外、尽管这样、同样

Analyse textual features of formal genres and apply these in their own speech and writing (ACLCHU222)



- analysing features of texts in formal domains, for example, comparing aspects of formal and personal letters such as salutations or level of politeness; examining features of articles such as the use of headings, placement of author name, organisation into introduction, body and conclusion
- comparing how statistical data (such as census information or surveys) are collated and referred to in Chinese and English texts, including consideration of the levels of in-text referencing required across both languages
- analysing linguistic, stylistic and textual features of diverse samples of the same genre to compare the choices made by authors and the impact of these choices, for example, comparing 这位老人已经七十多岁了, 他每天要一上一下地打扫一千八百多级石阶, 该是多么辛苦啊! and 这位老人年纪大了, 要打扫很多石阶, 这些石阶大概有一千八百多级, 非常辛苦
- analysing stylistic/literary devices used in knowledge-based texts, for example, technical terms and concise formulaic expressions used in newspaper articles
- appreciating and applying the use of literary devices, for example, direct and indirect historical and cultural references; features of intertextuality such as classical allusions (歇后语)
- analysing the layout of magazines and online texts to identify how images, fonts and words have been chosen to enhance understanding of key ideas and author positioning
- examining the language of newspapers, identifying commonly encountered linguistic terms and considering the concise ways in which world events are reported in Chinese media

Language variation and change

Elaborations

Recognise how gender, social class and age impact on language use in formal and informal contexts (ACLCHU223)



- observing interactions between speakers and identifying examples of how language is adapted as the roles and positions of participants are established, for example, moving to more formal language once one participant is identified as a person of authority
- reading texts such as 《人民日报》, and identifying words and phrases that are used to convey authority or objectivity, such as how to name students with different achievements (for example, 尖子生, 中间生, 临界生 优秀学生, 普通学生, 落后的有潜力学生) in a report on school education
- discussing the transferability of expressions and words across different settings, for example, following the debate on the use of internet language in education and in the media (for example, the use of 网络语言 in student's 写作)
- comparing the same meaning conveyed in speech and writing, (for example, in speech (你不可以进去) and on a sign (闲人免进)) and discussing why the language may vary, including aspects such as interactivity and authority

Explore the significance of tradition in 名人名言 and 经典 and examine contemporary influences on language use (ACLCHU224)



- reading texts in traditional characters on familiar topics and inferring meaning of key characters
- predicting the meaning of texts in traditional characters encountered in everyday contexts by relating the character's simplified version, for example, 匾 in a tourist site
- discussing the influences on their own Chinese language use (for example, from TV, family or Chinese school) and how their language use compares to that of their parents and other Chinese speakers
- analysing how new words and concepts are developed and incorporated into daily use, for example, in contemporary media such as TV dramas, music and film
- exploring samples of classical texts such as 《论语》 and recognising the impact of classical Chinese on contemporary written language, for example, the use of 岂, 于
- listing famous quotes from traditional literature, such as famous lines from poems, and using these in their own writing
- identifying examples of 成语 in writing by students of Chinese, discussing the effect of this usage and then identifying any errors made, such as in the sentence 我要休息一下, 要不然有个三长两短就不好了

Role of language and culture

Elaborations

Explain how languages shape the communicative practices of individuals and groups and identify ways to enhance understanding across cultures (ACLCHU225)



- considering ways in which being a bilingual speaker of Chinese and English could impact on and enhance their future life and career
- examining how language is used to marginalise groups in society, such as how labels are used to simplify identification of groups and influence how such groups are perceived by others, for example, 蚁族、80后/90后
- considering their own perceptions of the Chinese-speaking world and identifying the influences on their perceptions, for example, trips to China when younger; stories from grandparents
- exploring how concepts such as modesty, individual responsibility and respect for authority influence communication styles, and how they may be interpreted by English speakers as lack of confidence, engagement or initiative
- exploring what assumptions are inherent in one language and how the same cultural assumptions may not exist in another language, for example, analysing how the terms for 'getting married' differ for women (嫁出去) and men (娶妻) and the gender-neutral 结婚

Years 9 and 10 Achievement Standard

By the end of Year 10, students use spoken and written Chinese to initiate and sustain extended interactions with others in their social world and in the Chinese-speaking community, for example, 我的学校生活, 澳大利亚的运动, 我最喜欢的春节活动. They ask questions (for example, 你真的认为...吗? 请想一想...) and adapt language use for a range of contexts and roles. They identify and evaluate key points of information from different spoken, written and multimodal authentic sources and use this information to develop a position and to inform and convince others. They move between Chinese and English to create simple bilingual texts. Students interpret, interact with and create a range of texts for imaginative, informative and persuasive purposes and for different audiences. Sentences include a range of structures, including formal expressions to connect ideas, for example, 除此之外, 尽管这样, 因此, 无论...都... They also use relative and attributive clauses, conditionality and indefinite pronouns. Students compare information and ideas, and explain or justify opinions, for example, 有人说... 还有人认为... 所以... 而且... 因此... They apply knowledge of metaphor and 成语 in their own writing.

Students map characters against familiar sounds and apply their knowledge of character form and function to predict the meaning and sound of unfamiliar characters. They independently use digital resources to communicate with others, and utilise online and print dictionaries to assist in reading Chinese texts. They explain how the purpose and use of stylistic devices, textual features and language features change across contexts, genres and traditions. Students explain the cultural assumptions that influence participants' responses and identify ways in which understanding could be enhanced in communication. They reflect on the roles both Chinese and Australian cultures play in their own communicative practices and use these reflections to improve their Chinese language use.

The Australian Curriculum Languages - Chinese First Language Learner Pathway - Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students whose first language is Chinese learn about being Chinese in Australia and begin to develop their bilingual and bicultural identities as they learn to live and interact with the Australian community.

Chinese language learning and use

Students are immersed in Chinese, with the teacher using Chinese for instruction, explanation and interaction. Learners speak and write in Chinese to express their own interests and describe and discuss their life experiences in diverse contexts. To develop oracy and literacy, learners build metalinguistic awareness across both Chinese and English, identifying similarities and differences in language systems and framing. Given the high value placed on recital in Chinese culture, students are likely to have begun to develop this skill, and it should be further developed as part of their progress towards becoming high-level users of Chinese in a range of contexts. Students consciously apply a working knowledge of Chinese language systems to their language use in order to understand why they make certain choices in interactions and to access a wider range of written texts.

Contexts of interaction

Students use language in a range of contexts across family, school, community and social situations. They actively participate in the wider Chinese community, both locally and globally. They learn to adjust their communication for audience and purpose.

Texts and resources

Students access Chinese texts written in both simplified and traditional characters to obtain information on a range of subjects which support their learning in other areas. They engage with contemporary culture through film, music, and youth magazines, and use online and digital resources. They engage with traditional and contemporary Chinese language literature to enhance their appreciation of literary styles. They read texts in both simplified and traditional characters, comparing forms and identifying how key components are altered or transferred, and use this understanding to make informed predictions of meaning when they read new characters in the form that is less familiar to them.

Features of Chinese language use

Students use Chinese to write and speak with imagination to engage or persuade peers, justifying their perspectives by drawing on ideas or experiences of others. They apply linguistic expressions encountered in contemporary and traditional literature to develop their own ability to write in more expressive and creative ways while increasing accuracy in their use of simplified and traditional characters.

Level of support



First language learners often have limited experience of Pinyin but may use other romanisation systems. First language learners transcribe Pinyin and character texts from the sounds that they hear, with the support of Pinyin tables and component lists as required.

The role of English

Students make comparisons between Chinese and English as they develop their literacy and oracy skills in both languages.

Years 7 and 8 Content Descriptions

Communicating

Socialising	Elaborations
<p>Interact with peers and exchange opinions and preferences about new social and cultural experiences, adjusting tone, vocabulary and phrasing to influence others</p> <p>[Key concepts: community, environment, culture shock; Key processes: comparing, exchanging]</p> <p>(ACLCHC226)</p> 	<ul style="list-style-type: none"> • sharing experiences and discussing how their own cultural practices are maintained or adapted in their new environment, for example, 来到澳洲以后, 我开始对土著人的艺术感兴趣了 • identifying and challenging stereotypes about Chinese and Australian cultures • discussing the concept of friendship across cultures, and describing own sources of social support within the local community, for example, 我现在在一个羽毛球俱乐部打球, 认识了不少朋友, 挺开心的 • using appropriate strategies to maintain communication, such as explaining concepts and ideas when other participants are not familiar with the topic of conversation, for example, 我很喜欢吃榴莲, 榴莲就是那种有点臭, 身上长很多刺的水果 • listening to a conversation about a new song, dance style or pop-culture phenomenon, and identifying the points being made, explaining the tone and manner of communication
<p>Collaborate with peers to plan and organise multicultural projects and events that would benefit their school and local community</p> <p>[Key concepts: multiculturalism, community; Key processes: planning, socialising]</p> <p>(ACLCHC227)</p> 	<ul style="list-style-type: none"> • investigating Chinese cultural activities available for young people (for example, lion dance troupe, folk dance troupe), and discussing with peers details of the nature of the activity and the level of commitment involved • indicating agreement and disagreement in polite ways and expressing gratitude for time and services provided, for example, 太麻烦你了; 这次多亏了你的帮助; 这个不是太合适吧, 我还想再看看, 谢谢! • planning or participating in events which share popular aspects of Australian ways of life related to music, popular culture, climate, landscape and recreational activities, to members of their local Chinese-speaking community • introducing others to diversity within Chinese language and culture (such as diversity in language use and cultural practices across greater China, differences between urban and rural life, and regional cuisines) by participating in school cultural events or creating texts to inform others, for example, creating a poster for second language learners of Chinese • collaborating with others to organise a cultural day to support appreciation of linguistic and cultural diversity within the school community, using social media to plan the event and to encourage others to participate
Informing	Elaborations

Interpret the stated and implied meanings in authentic informative texts, and use evidence to support or challenge different perspectives

[Key concept: perspective; Key processes: challenging, interpreting, informing]

(ACLCHC228)



- comparing a range of ideas on topics such as different generations' perspectives on the importance of traditional festivals, the lifestyles of rural and urban communities, and the traditions and values of 少数民族
- discussing and explaining own response to perspectives presented, for example, 有人说...还有人说...我认为他们站在不同的角度当然看问题不完全一样。我觉得... 因为...

Use and analyse a range of sources written in simplified and traditional script to identify relevant information, and use this information to create purposeful public information texts

[Key concepts: relevance, public life; Key processes: analysing, conveying]

(ACLCHC229)



- accessing diverse sources such as blogs and social media, newspaper articles and educational texts, and discussing the relevance and credibility of information conveyed, for example, comparing information presented in blogs with newspaper articles
- recognising multiple perspectives on an issue and identifying the factors that may influence a particular perspective (for example, nationality, religion, gender, ethnicity) to determine the perspective or credibility of sources
- evaluating how different authors use language to achieve a particular effect, considering how values and personal views are implied in word choices, for example, 屡败屡战 (emphasis on the determination to overcome a failure) versus 屡战屡败 (emphasis on the fact of many instances of failure)
- accessing information related to understanding their own experiences as Chinese students in Australia by searching both Australian and overseas digital media, such as 百度百科, 雅虎等网站 to develop advice and supports for new students arriving at their school
- accessing and organising information on educational and social topics, using techniques such as paraphrasing, summarising and quoting, and expressing own perspective on the information obtained, for example, 有些人认为..., 另一些人则认为..., 综上所述...

Creating

Elaborations

Compare how contemporary Chinese media and literature represent the notion of 'being Chinese' or 'being other', and use this knowledge to present a point of view for an identified audience

[Key concepts: culture, identity, representations; Key processes: comparing, expressing, responding]

(ACLCHC230)



- comparing 'being foreign' in China and 'being Chinese' in Australia, for example, viewing or reading 汉语桥 performances, songs, films and fiction and discussing how Chinese-speaking foreigners are 'celebrated' in Chinese media
- exploring representations of the overseas Chinese experience, both locally and globally, and the development of local Chinese identity in Australia through reading texts such as *The Sojourners* in Chinese translation (Zhang Wei, 2009)
- investigating contributions made by Chinese individuals and groups in contemporary Australian culture and discussing the cultural values that are conveyed through these contributions, for example, the work of artists Ah Xian and Guan Wei, and author Sang Ye
- exploring their own connections and responses to overseas Chinese literature, for example, the ideas and values reflected in 海外华人的文学作品 such as the song 《故乡的云》

Plan, rehearse and deliver presentations of classical Chinese literature and famous speeches and discuss how cultural values can be transferred

[Key concepts: 古文, entertainment values; Key processes: planning, rehearsing, delivering, transferring]

(ACLCHC231)



- discussing the impact of Chinese traditional entertainment on contemporary Chinese culture, for example, 相声
- analysing classical poems and the values they convey, and relating them to culturally significant events, for example, Chinese New Year in 宋代诗人王安石《元日》
- comparing the Gettysburg Address with a speech of equal significance in Chinese and discussing why these speeches are important and what language features are used to convey messages

Use particular language features such as dialogue and imagery in short stories, literary essays and plays to create own imaginative representations of experience

[Key concepts: journey, reality and fantasy, interconnectedness; Key processes: expressing, experimenting, analysing]

(ACLCHC232)



- creating texts depicting the experiences of Chinese people in Australia, for example, writing a narrative reflecting a Chinese person's adjustment to a new life in Australia based on an interview conducted with an older member of the local Chinese community
- using examples or quotations from traditional literature in their own writing, such as 三人行，必有我师焉 from 《论语·述而》。
- presenting the experiences of people in different eras, such as women in ancient China, through drama, poetry and literature
- writing a story of an imagined scenario or an exciting adventure to entertain younger students at school

Translating

Elaborations

Identify challenges in and techniques for mediating between Chinese and English

[Key concepts: equivalence, paralinguistic cues; Key processes: responding, translating, mediating]

(ACLCHC233)



- discussing cultural connotations of words that express emotions, such as 幸福 versus 'happy'; 怎么回事? versus 'What's wrong?'
- defining equivalence and finding examples of concepts in Chinese and English which are unable to retain the original meaning when translated into the other language
- translating terminology from other learning areas from English into Chinese and vice versa, for example, science, mathematics and social science concepts and terms
- viewing extracts of Chinese films with their English subtitles, identifying alternative English translations and hypothesising reasons for choices made by professional translators
- exploring English translations of Chinese colloquial language and vice versa, and discussing the complexities of capturing the meaning and sentiment conveyed by the original

Create bilingual information texts for speakers of Chinese and English in Australia, recognising 'code-switching' and how specific vocabulary and terminology from other learning areas can be translated in different settings, such as for an expert or beginner audience

[Key concepts: equivalence, audience, context, bilingualism; Key processes: identifying, translating, interpreting]

(ACLCHC234)



- comparing multiple ways of translating English terms and phrases into Chinese, and discussing the effectiveness and focus of these translations, for example, 苹果手机 or 爱疯
- considering others' responses in interactions and clarifying whether their own message has been understood as they intended, for example, 大家对这个问题的还有什么疑议吗? 不知大家还有什么意见和建议?
- producing own bilingual texts, for example, explaining aspects of Chinese culture to English-speaking audiences or interpreting concepts learnt in other learning areas to help Chinese-speaking peers understand course content
- providing further explanation of concepts that are not immediately clear to second language learners of Chinese, for example, contrasting the concept of 'culture' in English with Chinese 文化 (which also includes the meaning of 'literacy') and starting to understand other 文化 in comparative terms

Reflecting

Elaborations

Reflect on adjustments they and others make in their everyday language use, and connect these adjustments to aspects of experience, culture and roles in Australian society [Key concepts: bilingualism, identity, community, belonging, culture shock; Key processes: reflecting, adjusting, analysing]

(ACLCHC235)



- reflecting on how meanings of certain words are understood in different ways, for example, the different implications of using the term 他的店很肮脏
- exploring multiple aspects of the concept of 'identity' by contrasting 'individuality' (个体) with 'collective identity' (集体)
- identifying how their knowledge of Chinese and English opens up opportunities to expand their own world views
- discussing experiences of 'returning to home country' (回国) and how they feel about the lifestyle and practices of their old home
- reflecting on how their sense of being Chinese is influenced by their experience of living in Australia, for example, by maintaining a journal or blog
- identifying features of communication in Chinese that are interpreted differently when applied in English communication, for example, examining how adjusting from a tonal language to English sometimes results in miscommunication of emotion or a perception of being abrupt
- examining and reflecting on interactions that did not achieve their desired goal, and identifying strategies to enhance the effectiveness of their communication with others
- reflecting on the challenges of addressing cultural assumptions and stereotyping when discussing aspects of life in Australia, for example, 有的澳大利亚人说到中国人就会说中国人怎么怎么样..., 难道一个中国人做的事情就代表了所有的中国人么?

Understanding

Systems of language

Discuss features of Chinese phonology and compare their own pronunciation with that of other speakers of Chinese (ACLCHU236)



Elaborations

- comparing the features of spoken English and the features of Chinese phonology
- identifying features of spoken Chinese by comparing their own speech to the pronunciation and speech patterns displayed in examples of Modern Standard Chinese, such as in news broadcasts
- explaining the use of the neutral tone and non-tonal suffixes such as 儿
- preparing a mock lesson for non-Chinese-speaking friends about Chinese phonology

Identify and explain the differences between traditional and simplified characters, inferring meaning and sound of unfamiliar characters from knowledge of components and positions (ACLCHU237)



- analysing relationships between characters and meanings in phrases representing auspicious meanings such as 年年有鱼 一年年有余; 年糕 一年年高升; 枣栗子 一早立子; 8 一发.
- applying understanding of orthographic principles to correct mistakes in own character writing

Apply understanding of word morphology and vocabulary choices to interpret and convey meaning (ACLCHU238)



- examining the relationship between characters in a word, identifying subtle differences in meaning to enhance their own communication, and determining the appropriate context for related words such as 帮助 and 帮忙
- differentiating 近义词 based on the meanings of each morpheme (for example, in 走进 and 走近) and applying in own writing
- analysing how words containing a common morpheme are related, for example, how 乘 is used in 乘车 ('take a ride'), 乘机 ('take a chance') and 乘法 ('multiplication')

Compare how grammatical features such as tense and passive voice are constructed in English and Chinese, and identify distinctive features of Chinese grammar, for example, in tense marking (了、过), possession, plurality (ACLCHU239)



- enhancing their understanding of how information is organised to achieve particular communicative purposes, for example, 是...的 and 被 structure
- experimenting with the use of different sentence patterns when composing own messages, for example, 让步句 and 转折句

Compare writing styles between Chinese authors to identify and explore the purposes and features of text structure and organisation of ideas (ACLCHU240)



- exploring diverse examples of writing and identifying features of particular styles such as 辞藻华丽, 平实质朴, 口语化
- discussing own preferences for writing styles of particular popular authors
- experimenting with different ways of sequencing and organising ideas for different audiences and purposes
- exploring text structure and format in classical literature, for example, 五言 and 七言 in poetry; the absence of a subject in 李白《静夜思》
- comparing the organisation and substantiation of ideas in essays in classical and modern literature, for example, comparing 周敦颐《爱莲说》 and 余光中《莲恋莲》

Language variation and change

Elaborations

Explore assumptions and challenges for language use in new environments, identifying and comparing ways in which sensitive topics are introduced and discussed across languages, for example, comparing the Chinese custom of asking direct questions about age, income and other personal matters with the contexts in which these questions are asked in English (ACLCHU241)



- recognising clichés, examining cases of 'breaking' a cliché and the impact it might have, such as 脑筋建转弯 questions
- identifying how language use can be varied for different participants in different contexts, for example, the use of slang and abbreviations between teenagers
- using classical terms and expressions including 成语、歇后语、俗语 appropriate to context, such as using 亭亭玉立 to describe young girls
- discussing 'taboo' terms across languages, and using terms suitable for the context, such as different words for 死 ('to die'), for example, 驾崩 (皇帝)、仙逝 (长辈)、去世 (一般人)、香消玉殒 (女性)

Analyse features of classical literature in their original and contemporary forms, and apply features of 文言文 and 古文 in their own language use, identifying rules of intonation in classical poems and the impact of these rules on modern poetry (ACLCHU242)



- exploring symbolism in classical literature and in modern pop culture, such as the connotations of key terms such as 凤凰
- discussing the revival of the study of traditional texts (国学) and the reasons for such interest in the past
- considering the role technology plays in their own lives and how it impacts on the ways they communicate with others and use language to convey ideas
- identifying examples of internet language and discussing how these shape or impact their own language use, for example, 囧、槩、焚
- comparing 'internet novel' (网络小说) with contemporary 小说 and identifying the impact of the internet in popularising and increasing access to Chinese literature

Identify the features of persuasive language and analyse its use in advertising (ACLCHU243)



- discussing the impact of word choices, including 连接词, and stylistic devices (for example 排比, 拟人, 比喻) on the effectiveness of television and print advertising campaigns
- considering the role of English in the world of Chinese advertising and how English words and expressions are embedded into Chinese speech to market products to Chinese speakers, within China and globally.

The role of language and culture

Elaborations

Analyse the use of language across genders and generations, within and across language communities (ACLCHU244)



- collecting a range of famous colloquial sayings from many different cultures and comparing their use
- explaining how culture impacts on their own communication, for example: Did they take offence that the host didn't offer food at the party? Why might some Chinese find that offensive?
- knowing that communicative practices might be perceived differently in different cultures, for example, in accepting a compliment in Chinese, saying 谢谢 might make one look 自大
- considering the role of English in the world, for example, examining the popularity of Chinese and English in second language programs and why individuals and nations believe proficiency in these two languages is important

Years 7 and 8 Achievement Standard

By the end of Year 8, students sustain oral and written interactions with known audiences, making appropriate adjustments to language use for different audiences, contexts and purposes. They access and analyse a range of authentic spoken, written and multimodal sources to support and present ideas and opinions. Students respond to and create spoken, written and multimodal imaginative texts in a range of genres. They translate informative texts from Chinese into English and vice versa for particular audiences. Students reflect on adjustments they make to language use for different audiences.

Students apply knowledge of grammatical and text structures and vocabulary choices to communicate effectively. They identify the main ideas conveyed in texts related to other learning areas or presented in age-appropriate imaginative texts or media. They locate texts within a cultural context, and compare the values and practices encountered in classical Chinese texts with those encountered in their local communities. They identify ways that texts reflect the cultural background and values of the author and how they can be interpreted differently.

Years 9 and 10

The nature of the learners

Students continue to develop their bilingual and bicultural identities. They explore how their identities are changing through their lived experience in Australia, identifying points of difference between their own values and those around them. They engage with the possibilities that being bilingual offers them now and in the future, and reflect on their potential as mediators of language and culture in local and global communities.

Chinese language learning and use

Students are immersed in Chinese. They present, debate and discuss issues, exploring their responses, positioning themselves in relation to events, and recognising and accepting others' diverse perspectives. They read texts in both simplified and traditional characters, comparing forms and identifying how key components are altered or transferred, and use this understanding to make informed predictions of meaning when they read new characters in the form that is less familiar to them.

Contexts of interaction

Students use language in a range of contexts across family, school, community and social situations to further develop their skills in communicating with range of audiences and contexts. They actively mediate between languages and cultures within their school and local communities.

Texts and resources

Students read, view and listen to a range of print, digital and online text types and resources, including newspaper reports, news websites, magazines, teen fiction, films and documentaries.

Features of Chinese language use

Students learn how to write objectively in simplified and traditional characters and substantiate their ideas and perspectives in appropriate ways. They learn to transcribe complex spoken texts and develop skills in listening to diverse speakers of Chinese who vary in rhythm and pitch. Students experiment with western genre conventions in their Chinese speech and writing and with ways of expressing and developing their 'Chinese voice' effectively for diverse audiences.

Level of support

Students develop their understanding of Pinyin. They use Pinyin and characters to transcribe the sounds that they hear in a range of contexts, for example transcribing song lyrics and noting details from spoken texts.

The role of English

Chinese is the language of classroom instruction and interaction. Students make comparisons between Chinese and English language and culture as their sophistication in both languages grows.

Years 9 and 10 Content Descriptions

Communicating

Socialising

Elaborations

Influence and engage others, debating ideas and opinions, selecting language, tone, culturally expected stylised gestures, pitch and pace for different audiences

[Key concepts: perspective, conflict, difference; Key processes: persuading, influencing]

(ACLCHC245)



- applying strategies to engage in conversations with people of diverse linguistic and cultural backgrounds, for example, using alternative terms to 吹牛、聊天 and initiating topics of mutual interest
- monitoring the effectiveness of own communication skills when sharing ideas and interests with others, for example, when changing topics and taking turns in a conversation (听说..., 刚才我们说什么来着?)
- using emphatic and assertive language to defend a position, point out errors in others' assumptions or strengthen own argument when negotiating with others, for example, 我想这种观点是站不住脚的/这种说法是没有根据的, 是无稽之谈

Plan and negotiate actions to contribute to their local and global community, and suggest alternatives when planning and negotiating

[Key concepts: politeness, proactivity/initiative; Key processes: planning, contributing, negotiating]

(ACLCHC246)



- displaying respect for others' ideas in interactions, agreeing to disagree, or negotiating to achieve agreement, for example, 要么这样吧...; 你看怎么样...; 你说的很有道理, 但是...
- discussing multiple perspectives on topics such as 独生子女政策, 言论自由, 贫富差距, 经济发展与环境保护, and raising awareness among peers and members of school community to enhance mutual understanding of others' perspectives
- comparing different learning environments and approaches to learning, for example, reflecting on prior learning experiences and suggesting the advantages and disadvantages of different educational systems (中国的教育是应试教育, 注重死记硬背, 澳洲的教育是后发式教育, 培养的是学生的独立思考能力)
- discussing issues encountered in their daily life when communicating across cultures, such as specific 'cultural barriers' and misunderstandings in communication, for example, 家长应不应该尊重孩子的个人隐私?
- understanding the history of their local Chinese community and the multicultural nature of Australian society, for example, interviewing older migrants about their experiences as Chinese Australians (老一代的华人在餐饮、木工、香蕉种植等方面为澳洲做出了贡献, 新一代的华人更多的是在金融、法律、医生等行业发)
- identifying areas of need within the local community and collaborating with others to provide support, for example, visiting aged-care facilities or helping to organise a cultural event to enhance understanding of Chinese culture within their own school and local communities (我们上个周末去华人养老院做义工, 接触了很多很有意思的老人)

Informing

Elaborations

Identify and analyse the effects of how information is organised in authentic texts, and apply this knowledge to create purposeful texts that persuade and inform

[Key concepts: local, global, diversity, information; Key processes: transcribing, analysing, informing, persuading]

(ACLCHC247)



- examining the ways in which information is presented across diverse Chinese-speaking communities, for example, viewing news reports of world events from Beijing, Taiwan and Singapore
- evaluating how information is presented in diverse forms of media across cultures, for example, comparing the impact of live news reports involving interviews with witnesses, and newspaper articles on the same event
- applying understanding of news articles and other formal text types to create own response to contemporary issues in Chinese-speaking communities

Evaluate the utility and reliability of sources when accessing information, and use this knowledge to present a point of view for different audiences

[Key concepts: bias, authorship; Key processes: conveying, evaluating]

(ACLCHC248)



- identifying bias in texts, examining the values that influence bias, and discussing how bias differs from opinion and perspective, for example, 什么是偏见？偏见有哪些表现？应该怎样纠正偏见？
- reading news articles and historical accounts of world events such as natural disasters, Olympic games, celebrations or commemorations of historical significance (such as Anzac Day), and exploring how the author's personal values and experiences influence their reporting on such events
- recognising key ideas and reading between the lines, for example, identifying irony and sarcasm in texts (你可真是个气管炎(妻管严))
- presenting and discussing own position on issues such as attitudes towards recycling, education in rural communities, and impact of social media on young people
- debating the pros and cons (for example, 这样做的好处是：...这样做的弊端是：...) and presenting a balanced and reasoned argument, for example, 综合各方面的意见，我们认为...；根据大家的意见，我们想提出以下建议...
- applying effective strategies in a debate, including the art of rebuttal and developing a team line

Creating

Recognise and explain differing viewpoints on the world, cultures, individuals and issues as represented in major forms of literature such as 散文, 小品, 小说, and use this knowledge to create analytical and imaginative responses for identified audiences

[Key concepts: difference, culture, viewpoint; Key processes: recognising, representing]

(ACLCHC249)



Elaborations

- identifying various representations of multiculturalism in contemporary media and exploring the origins and nature of stereotypes commonly encountered
- exploring cross-cultural influences in contemporary media, for example, examining the impact of Korean culture on Chinese entertainment in diverse contexts (Hong Kong, Taiwan, mainland China)
- responding to films with a Chinese theme produced in other communities, for example, writing a personal response to a foreign film portraying Chinese-speaking communities

Compare performance features of major forms of classical literature, such as in 诗, 词, making thematic and intertextual connections

[Key concepts: culture, values; Key processes: connecting, performing, responding]

(ACLCHC250)



- comparing how concepts such as love, bravery and friendship are expressed in Chinese and English poetry, for example, comparing 陆游的《钗头凤》 and Elizabeth Barrett Browning's 'How Do I Love Thee?'; comparing poems of national unity (after war) and Banjo Paterson's 'We're All Australians Now'
- comparing representations of particular concepts or experiences in different media, such as in novels and films, for example, 莫言小说《红高粱家族》 and 张艺谋电影《红高粱》
- exploring how different forms of entertainment are used to express or reflect contemporary issues, for example, analysing 春晚小品 and how the topics are related to the 'hot' events of the year
- collaborating to create a drama or comedy to depict their lives and the lives of other Chinese migrants in a new cultural environment

Create imaginative texts experimenting with genre, textual features and stylistic devices

[Key concepts: ancestry, culture, love, fear, inner world; Key processes: creating, expressing, experimenting]

(ACLCHC251)



- comparing literature across languages and cultures and recognising features of entertainment, for example, identifying how magic and danger are used in Harry Potter and 《西游记》
- discussing the features of range of genres, such as memoirs, poems and moral tales, for example, comparing 小诗 and 散文 to identify how different genres express similar ideas
- creating own imaginative texts, using literary devices to achieve particular purposes, for example, foreshadowing events and building up to the climax in a story, and experimenting with 暗喻, 反复 and other 修辞手法

Translating

Interpret culture-specific concepts

[Key concepts: humour, equivalence, cultural assumptions, wordplay; Key processes: interpreting, translating, mediating]

(ACLCHC252)



Elaborations

- comparing idioms and colloquialisms across languages and identifying the challenges in mediating the cultural values embedded in such sayings, for example, 胸有成竹 versus 'have a well-thought-out plan'; 山穷水尽 versus 'at the end of one's rope'; 入乡随俗 versus 'when in Rome'; 绕圈子 versus 'beating about the bush'
- mediating Chinese jokes or I to English speakers and vice versa
- reflecting on the beliefs, generalisations and stereotypes held by other Australians about Chinese cultural practices or values, for example, 中国人只工作不享受 / 他们都很聪明 / 很难和中国人一起工作 / 中国菜都很好吃
- introducing people, places, events and ideas of cultural and historical significance to Chinese people, for example, explaining to Australian audiences the historical and contemporary significance of 孔子 (Confucius) and his idea of 仁 (humanity)

Create bilingual texts for a range of audiences, contexts and purposes

[Key concepts: audience, context, social distance; Key processes: identifying, translating, interpreting]

(ACLCHC253)



- acting as translator between Chinese and English speakers during school events, and reflecting on the linguistic and cultural issues encountered, for example, when sister-school teachers and students visit
- translating texts for a range of audiences and contexts, identifying adjustments to language choices made according to social position of audience and context
- comparing bilingual editions of novels and discussing how authors and translators maintain the effect of stylistic devices across languages, for example, the use of metaphor

Reflecting

Reflect on the language choices they make when expressing their points of view to others and connect these choices to their identities in Chinese and Australian communities

[Key concepts: individual identity and collective identity, community, dynamism; Key process: reflecting]

(ACLCHC254)



Elaborations

- discussing available choices in how they present their own identity to others and identifying times when they choose to express one aspect of their identity over another
- reflecting on how their language choices, including the use of English, Chinese, a dialect or accent, are indications of their sense of identity within a particular context
- considering the differences in their own sense of identity in Australia and when they 'return home' (回国) in terms of changes in social contexts and in their relationships with other participants in interactions
- describing examples of when changes in identity are more evident, such as when they are compared to friends 'back home'
- identifying meanings implied in facial expressions, gestures, interjections and exclamations, for example, 哎 can be used to express surprise or dissatisfaction
- reflecting on how one's own world view is conveyed through language choices, for example, 'naming' China 华夏、九州、神州大地、中原 which reflects their understanding of their history, geography, ethnicity and place in the world

Understanding

Systems of language

Elaborations

Compare features of prosody across languages and explore how they contribute to expression of meaning (ACLCHU255)



- comparing how prosody is used to enhance the aesthetic features/uses of language in different texts such as poems and essays when read aloud
- evaluating the effectiveness of prosody in diverse contexts, for example, analysing the relationship between use of voice and character types in movies and television dramas, such as how the matriarch or patriarch of the family in Chinese dramas often has a stern and intimidating voice
- using prosody with effect when communicating with others, such as in formal presentations and debates, and in imaginative or dramatic performances, for example, 众所周知／显而易见／总而言之

Identify and explain how Chinese orthography enables access to technical and unusual vocabulary, including specialised abstract nouns, and a wider range of texts, using orthographic knowledge to identify characters related to topics studied in other learning areas, such as chemical elements (periodic table) and mathematical terms (ACLCHU256)



- experimenting with the use of abstract nouns such as 物种、深春、微风 to create procedural texts
- developing skills to comprehend simplified or traditional Chinese characters in print media and online texts
- discriminating correct forms and sounds of 多音字 (polyphonic characters) such as 行 (háng 同行 and xíng 行进), and appreciating multiple forms of 通假字 such as 反 - 返; 说 - 悦

Compare the nature of word formation, including subtle forms of adjectives such as 特有的 and 明朗, in the development of new words in Chinese and English, and evaluate their effectiveness in conveying new concepts (ACLCHU257)



- comparing the expression of new concepts across languages and analysing the representation of new ideas in contemporary media, such as 云电视、
- comparing the functions of semantically related morphemes and discussing why one is preferred over others in the development of new words, for example, ways of expressing 'green': 碧、翠、绿、青、(翠绿、碧绿、青翠、苍翠) and new words such as: 雪碧, 绿化

Analyse and experiment with the use and effect of figurative and evaluative expressions, colloquial forms, and other language features in texts (ACLCHU258)



- identifying the appropriate context for using colloquial forms such as 多姿多彩; 恰恰相反; 来得快去得快; higher-order verbs such as 弥漫; using 而 for 顺接; and adverbials, for example, 便是, 恰恰相反
- experimenting with linguistic devices to enhance expression of emotions, for example, rhetorical questions, for example, 脸上的快乐, 别人看得到。心里的痛苦又有谁能感到?
- analysing the use of figurative language in literature, for example, 老舍《骆驼祥子》中虎妞的一段话:“呕! 不出臭汗去, 心里痒痒。你个贱骨头! 我给你炒下的菜, 你不回来吃, 绕世界胡塞去舒服? 你别把我招翻了, 我爸爸是光棍出身, 我什么事都做的出来! 明天你敢出去, 我就上吊给你看, 我说得出来, 就行得出来!”
- exploring examples of literary language and how grammatical features differ from everyday speech, for example, 鲁迅的小说和议论文
- manipulating styles of language in communication to achieve certain effects, such as writing a journal with 语气词 such as 嘿 and 吧 to make it more like a dialogue with the reader

Discuss key stylistic features of different text types, including classical literature (ACLCHU259)



- identifying stylistic features of formal text types, for example, 作业报告 ;倡议书;竞选演说
- comparing the way an argument is developed in different languages, for example, in English the writer's position is stated upfront whereas in Chinese it is generally left until the conclusion
- analysing how to position oneself when writing for different purposes, for example, in persuasive and evaluative writing (说服: 独生子女政策给中国的发展带来了许多好处; 议论: 独生子女政策对中国的发展利弊参半)
- exploring how to incorporate statistical data, quotations and research-based evidence in academic texts, for example, 据统计, 计划生育政策实行以来, 中国的人口少生了三亿
- identifying features of classical writing such as 虚词 particles 之、乎、者、也, and word reductions such as 若 (犹如, 好像) 父 (父亲, 爸爸)
- exploring writing techniques in classical Chinese, such as the four steps in composing an essay (起承转合)
- using terms derived from classical literature in their own writing, for example, 世有伯乐, 然后有千里马; 千里马常有, 而伯乐不常有。(韩愈:《杂说(四)》)
- determining the relevance and value of 成语 and 歇后语 in developing their own writing

Language variation and change

Explain how changes in context impact on how language is adapted to convey meaning within and across languages (ACLCHU260)



Elaborations

- exploring how living in the Australian context impacts on how they present their ideas in Chinese, for example, considering how essays written in Chinese in Australia often follow the accepted organisation and formatting of essays in the Australian education system rather than the Chinese education system
- analysing what is valued across cultures and discussing the impact of this on how meanings are conveyed in Chinese and English, for example, quoting 孔子 or using 成语 is evidence of a higher level of literacy in Chinese, but quoting modern-day experts or using technical vocabulary is considered to be reflective of a higher education level in many English-speaking communities
- understanding the historical traditions behind the differences between oral and written language in Chinese (文言 and 白话)
- reflecting on their own different ways of communicating and how they adjust language, gesture and content to suit different contexts, cultures and languages, for example, considering topics that are acceptable in one culture but taboo in another
- identifying differences in pronunciation and/or tone across different Chinese-speaking environments, for example, 和 is pronounced 'hé' in mainland China but can be pronounced as 'hàn' in Taiwan

Research the phenomenon of language change in Chinese-speaking communities and monitor language use in a range of contemporary contexts (ACLCHU261)



- comparing the language of previous generations to their own language use and discussing the nature of the differences between them
- exploring how language change reflects the values of the time, or how language use can be seen as emblematic of an era, for example, the use of respectful terms such as 老革命 and 硬骨头 in China in the 1960s
- examining new words added to Chinese dictionaries or introduced to social media and considering the reasons behind their development
- considering the impact of digital communication on language use, for example, that LOL in English now means 'laugh out loud' not 'lots of love', and that weibo has a 140-character word limit

Analyse the language of different media and examine the ways in which media use language to persuade and influence others (ACLCHU262)



- evaluating the impact of word choices (for example, 百衣百顺 for steam iron; 自然最健康, 绿色好心情 for instant noodles) and discussing features of advertising language (广告词), for example, 简洁, 对仗, 谐音, and how it relates to the brand and product
- viewing samples of 公益广告 for charity and non-profit organisations, and analysing the different ways in which imagery, voice and language use are combined, and the effect of these stylistic choices, for example, 好感型, 优质型 and 励志型

The role of language and culture

Elaborations

Analyse and discuss the ways in which language is used to position authors, readers and participants in texts (ACLCHU263)



- identifying choices in words and phrasing that influence a reader's response to texts, such as language to persuade readers to endorse the writer's views, for example, 难道不是每一个有良知的人都会认同的吗?
- examining ways in which authors use characterisation to incite sympathy or antagonism towards characters in literary texts, for example, directly describing a character's personality compared to indirectly portraying the character's personality through their actions or through the reactions of others

Years 9 and 10 Achievement Standard

By the end of Year 10, students sustain extended interactions with diverse individuals and groups, selecting spoken and written language for precision and for effect on participants. Students collate and evaluate a range of spoken, written and multimodal sources to convey different perspectives to different audiences. They select and organise ideas, adapting language, style, register and textual features to mediate these ideas for a range of audiences who speak Chinese or English or both. They respond to authentic texts and create a range of persuasive, informative and imaginative texts. Students apply features of prosody in their own speech. They apply understanding of character components and morphemes to their own writing. They reflect on their own experiences of interacting across diverse linguistic and cultural contexts, and move readily between languages and cultures.

Students demonstrate metalinguistic awareness across Chinese and English and identify similarities and differences in the structure and framing of both languages. They make and justify choices on how they present themselves and their ideas to audiences who speak either language. They analyse how language features and devices are used to achieve different purposes. Students explain how language and languages vary with time and according to situation and context. They identify evidence showing how texts reflect the cultural background and values of the author and different perspectives.

The Australian Curriculum Languages - Framework for Aboriginal Languages and Torres Strait Islander Languages

Framework for Aboriginal Languages and Torres Strait Islander Languages

Overview

Rationale

Nganki - ka Kardu thipmam - wa! I Murrinh warda ngatha. The nganthin ngumpanngerren. I ku ngakumarl, da ngarra ngugumingki wurran. The da matha nganthin ngala i da bere matha wangu ngumamath ngumpan ngarra magulkul nganki.

We are black people. We speak our language. We have our totems and Dreamings. This is what we know and will hold always in our hearts.

It is who we are.

Deminhimpuk Francella Bunduck, Murrinpatha teacher, OLSH Thamurrurr College, Wadeye, ACARA consultation forum, Darwin, July 2013

The overall rationale for learning Aboriginal languages and Torres Strait Islander languages in Australian schools is that they are the original languages of this country. Through learning them, all students gain access to knowledge and understanding of Australia that can only come from an Aboriginal or Torres Strait Islander perspective. The languages by their nature embed this perspective. Learning to use these unique languages can play an important part in the development of a strong sense of identity, pride and self-esteem for all Australian students.

Each Aboriginal and Torres Strait Islander language is unique to the Country/Place on which it arose. It gives voice to the landscapes, thoughts and ways of seeing and interpreting the world. When the language of the land is spoken, it brings together all of the elements of the landscape and its people. It encompasses the relationships of these people with one another and with the landscape, past, present and future. The learning of an Aboriginal or Torres Strait Islander language incorporates the realities of its people and facilitates students' deep engagement with knowledge, ways of being and ways of knowing. It develops in students an understanding of historical, current and ongoing connection to Country/Place and culture.

Aboriginal languages and Torres Strait Islander languages are fundamental to the identity of Aboriginal and Torres Strait Islander peoples and this is recognised throughout the Framework. It is also the right of Aboriginal and Torres Strait Islander peoples to have access to education in and about their own languages, as enshrined in the United Nations Declaration on the Rights of Indigenous Peoples (resolution 61/295, adopted 13 September 2007, www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf). Education systems can play a vital role in facilitating access to language learning and supporting community language revival and maintenance.

To me, teaching Kurna means sinking my toes into this sacred soil and embracing who I am. It means being so proud of my language and culture that I want to share it with whoever wants to listen, learn and be a part of my journey.

Ngathaitya, ngathu Kurna Warra nguthu-atpama, ngai tidna kuinyunta yartangka ngatpanthi. Naku'athu, yailty'athu ngana ngai tiyati. Ngai kararrinthe ngaityu warraku, ngaityu tapa purrunaku kuma. Ngai padlurninthe ngaityu warra pirrki-apititya ngapidluku, ngana padlurninthe yuringkarnititya, tirkatitya, kumangka ngathaityangka padnititya.

Taylor Power, Kurna language teacher, Gilles Street Primary School, with Kurna translation assistance from Rob Amery, Head of Linguistics, University of Adelaide

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises the significance of these languages in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own language is crucial to their overall learning and achievements. It enables them to develop a wider recognition and understanding of their language, culture, Country and Place, land, water, sea and sky, and this contributes to their wellbeing. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the Country/Place in which they live, including the relationship between land, the environment and people. The ongoing and necessary revival, maintenance and development of these languages also contribute to reconciliation.

Language is my connection to my Ancestral Dreaming and country. Teaching Gumbaynggirr in schools benefits the whole community. It breaks down barriers, leads to a better understanding of Aboriginal people, and brings Aboriginal and non-Aboriginal people together. This kind of sharing is our cultural way.

Michael Jarrett, Gumbaynggirr language learner, teacher, and active language user

Aboriginal languages and Torres Strait Islander languages are complex and diverse. Engaging with the study of an Aboriginal or Torres Strait Islander language will develop communication skills in the language studied and will also contribute to the intellectual enrichment of students. For non-Indigenous students, the study of an Aboriginal language or Torres Strait Islander language will provide intellectual challenge and development while also giving them insight into and understanding of Indigenous Australian cultures and knowledge. In some cases it will provide these students with the opportunity to communicate with Indigenous Australians in their own language. In other cases, in addition to communication skills, it will give insight into language change and language revival within its historical context.

The government report 'Our Land Our Languages: Language Learning in Indigenous Communities' (House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs, Commonwealth of Australia, September 2012), found that there is an ongoing and close relationship between the work of communities to maintain and revive their languages and that of schools as vehicles for language instruction. The study 'Indigenous Languages Programs in Australian Schools: A Way Forward' (Purdie et al., 2008,) found that over 16 000 Indigenous students and 13 000 non-Indigenous students located in 260 Australian schools were involved in Aboriginal and Torres Strait Islander languages programs.

The opportunity to learn an Aboriginal language and/or a Torres Strait Islander language is becoming available in an increasing number of Australian schools, and an aim of this Framework is to make that option available for all students. In this way, all students will have the opportunity to benefit from the social and intellectual development that results from this learning.

Students at our school see the inclusion of a Kurna language program as an empowering and authenticating approach to Reconciliation. Aboriginal learners of Kurna develop pride in their culture and gain deeper insights into their own being by learning how to speak Kurna and think in Kurna. They greatly appreciate the effort undertaken by the whole school community to integrate into the curriculum and school ethos the language and culture of the land on which they live and learn. By the same token, our school community regards it as a privilege to be able to engage with Kurna traditions. Our Welcomes to Country were originally performed by just the Aboriginal Year 12s, but now our Year 9s are rising to the challenge and to be able to do so with the blessing of their Elders is a real boost to their sense of self, cultural pride and identity.

Rob Shepherd, Principal, Le Fevre High School

Aims

The Australian Curriculum: Framework for Aboriginal Languages and Torres Strait Islander Languages aims to develop the knowledge, understanding and skills necessary to ensure that students:

- communicate in the language

- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators
- understand the process of language building as a means to extend the potential of the language (in vocabulary, expression and discourse) and to develop knowledge of linguistic techniques (such as, collecting, describing and recording language), including processes of language revival.

These four aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding.

Aboriginal Languages belong to the Country and the Aboriginal people of that Country. It is important for Aboriginal people to learn Aboriginal Languages for our identity; being proud of being Aboriginal people. Language is connected to Aboriginal spirit and our Country. The language and Country is our spirit.

Mary Noonan, Rockhampton Downs, Wogiyala Community, ACARA consultation forum, Alice Springs, June 2013

What is the Framework?

The Framework for Aboriginal Languages and Torres Strait Islander Languages (the Framework) is the first national curriculum document Foundation to Year 10 to provide a way forward for all schools in Australia to support the teaching and learning of the languages indigenous to this country. The Framework has been developed from the many individual responses to the experience of teaching Aboriginal languages and Torres Strait Islander languages created by the education systems of each state and territory, and it draws particularly on the landmark ***Australian Indigenous Languages Framework*** (Senior Secondary Assessment Board of South Australia, 1996).

I believe that learning Wirangu is vital for students to understand their identity. Learning their language helps them connect with their land through being able to identify parts of the land, sea and nature. It provides opportunities for students to work with Elders and experts to teach not only the language, but how and where to use it. This strengthens school communities and empowers students to continue the language, pass it down and gives them a sense of belonging.

Wade Branford, Principal, Koonibba Aboriginal School

The prime purpose of the Framework is to guide the development of teaching and learning curricula for particular Aboriginal and Torres Strait Islander languages. By providing a national framework it is intended that future educational development in Australia's Indigenous languages will result in curriculum development and school programs that are nationally commensurate in terms of teaching, learning and assessing. Also, the provision of a framework in preference to language-specific curriculum documents will allow for greater flexibility in developing programs for any Aboriginal language or Torres Strait Islander language.

Language curriculum provides an important place for Aboriginal knowledges, dreaming stories, belief systems, and material culture. It is also a pathway for young people on their journey to becoming leaders and future Elders. Language allows us to weave the past into the future, one sentence at a time.

Jodi Edwards, Dharawal language and culture revitaliser

Aboriginal languages and Torres Strait Islander languages are unique and distinct within the languages learning area in the Australian Curriculum. There are at least 250 distinct Aboriginal languages and Torres Strait Islander languages, many having several dialects. Each language has an intimate connection with 'Country' or 'Place', which is how Aboriginal and Torres Strait Islander people refer to areas of land, water, sea and sky to which they belong. Each Aboriginal or Torres Strait Islander person inherits language as part of his or her birthright, along with membership of a particular group and attachment to Country/Place. In this way, people become owners and custodians of areas of land, water, sea, and of language. A crucial part of a person's identity, therefore, is sourced through language and Country or Place. All this has important implications for the framing of appropriate principles and protocols for the provision of school-based programs in Aboriginal languages and Torres Strait Islander languages. It also emphasises the need for ongoing consultation with relevant language communities in developing school programs.

KAURNA

Ngaityu warra ngathaitya ngai. Ngaityu warra yaintya yarta-ana tarraitpayinhi. Warraitya tampinhi yaintya yarta tampi-apinhi.

My language is more than just a way to converse with me. It is my identity and the doorway to understanding my culture as a whole. Understanding my language helps me to understand the place around me and connects me to this country.

Vincent 'Jack' Buckskin, Cultural Mentor, Tauondi College and Kurna language leader

Since 1788, most of the traditional languages have ceased to be languages of everyday communication because many Aboriginal and Torres Strait Islander peoples were forced to stop speaking their languages as a result of government policies aimed at assimilating communities into the non-Indigenous population. However, communities across Australia are now working actively towards getting the languages back into everyday use, and schools can play a key role in helping communities achieve this aim. Where languages are used for everyday communication by whole communities across all generations, schools can provide opportunities to maintain and strengthen these languages.

Through helping to re-awaken Aboriginal languages and Torres Strait Islander languages, students develop understanding of linguistic techniques and practices that apply to language revival and grow in their understanding of Australia's history and their own capacity to effect positive social change.

It is well demonstrated that Aboriginal and Torres Strait Islander students are strongly motivated to study their own and other Aboriginal languages and Torres Strait Islander languages, and that enthusiasm for their language studies often increases their engagement at school more generally.

The benefits of Aboriginal languages taught in schools can be astronomical. For example there is one school our town with students from numerous different ethnic backgrounds. By teaching Wiradjuri, the first culture of this country, the whole school community (including students, teachers, parents) also becomes respectful of all cultures, so much that we boast zero racism. Through learning to respect and trust our local Aboriginal culture, they become open to other cultures as well.

Geoff Anderson, Parkes Wiradjuri Language Group

This Framework potentially caters for all Aboriginal languages and Torres Strait Islander languages, irrespective of the ecology of each language, whether it be a language of everyday communication used by a community, a language at any point in the continuum of revival or one of the many creole languages that have evolved through the history of language contact in Australia. At present there are two major creole languages: Kriol and Torres Strait Creole.

To cater for differences between the ecologies of the languages and the communities who are owners and custodians of the languages, and to cater for students who come from a variety of learner backgrounds, the Framework has three pathways:

- First Language Learner Pathway (L1)
- Second Language Learner Pathway (L2)

- Language Revival Learner Pathway (LR).

The pathway approach recognises that the two key variables are ‘the learner’ and ‘the nature of the language’.

The Framework is designed to be flexible. When developing language-specific curricula and programs, aspects of the content and achievement standards from across the pathways can be selected, adapted and modified in ways that best suit the particular language and its context and learners.

Just as the languages have changed over time, and most rapidly since 1788, so have Aboriginal and Torres Strait Islander communities. The Framework takes into account that the study of Aboriginal languages and Torres Strait Islander languages is as much about what it is to be an Aboriginal or Torres Strait Islander person today as it is about ancient traditions and social, cultural and linguistic continuity with the past.

Ngoeymun yadayl ngoeymun muruygungu ngapa koeyma maykuykuya mulupa gethawoeyamoeydhin. Ngoeymun moeginakoezin ngoeymun muruygaw yadayl guythwayamoeyngu. Ngoeymun ya, na ngoeymun igililinga. Ngoeymun ya ngoeymun pawaw muydhoedhazinga.

Ngoeymun moeginakoezil na ngoeymun yangu ngulaygasimoeyn, thana ngoeymun pawal a igililmayl mina ridhapa gasamoeyn. Thana na ngoeymun yangu koerawayg, thana ngoeymun pawal a igililinga mamu mina gasamoeyginga a thoelathoeyayinga.

Thonar ina thanamulpa lak ngoeymun muruygaw yangu ngurpay ayman, thana setha ngoeymun yadaylga moerali koey moebaygal matha igililmayl; na bal ngoeymun muruygaw yadayl matha karngemipu mura goeygiya pawpa bangal.

Our languages were handed down through many generations from our first ancestors. Our children have lost our ancestors’ languages. Our language is our way of life. Our language is the centre piece of our culture.

When our children get to know our languages, they get to strongly understand our culture and our way of life. If they don’t know our languages, they don’t get to fully grasp and understand our culture and our way of life.

Dana Ober, Torres Strait Linguist

Guiding principles

Appropriate consultations with relevant Aboriginal or Torres Strait Islander communities are always central to the development of language-specific curricula and the provision of language learning programs in schools. The following guiding principles and protocols are integral to the development and provision of language curricula and programs at all stages of development, implementation and evaluation.

Principles

Each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are its owners or custodians. This means that permission and consent must be sought from the owners when developing language-specific curricula and planning language programs, including visits, excursions to the Country/Place and use of cultural material as part of the teaching and learning program.

Sufficient time and resources should be allowed for thorough and ongoing consultation processes in accordance with local contexts and situations. Often there will be more than one Aboriginal or Torres Strait Islander language represented in the local setting, so a decision needs to be reached as to which language or languages will be developed and taught and who is appropriate to teach and learn the language(s). The ultimate authority regarding the choice of language rests with the local Aboriginal and/or Torres Strait Islander community.

Protocols

A comprehensive survey of the local language situation should be conducted before a language-specific curriculum is developed or a language program is commenced. The development of a language-specific curriculum that is not the language of the land also requires consultation with both the local community and the community of the language.

The curriculum development team at either school or systems level needs to identify the appropriate persons in the local Aboriginal and/or Torres Strait Islander community to consult. These would typically be local Elders, traditional owners, individuals with historical links to the language, and relevant local community organisations. Issues to be considered might include:

- whether the proposed language is the language of the land on which it will be learnt
- the proportion of students in the proposed program identifying directly with the language
- the availability of appropriate human resources for developing and teaching the language
- the level of documentation and resources available for the language, including issues of copyright and Indigenous cultural and intellectual property.

Allowance should be made for the possibility that a different language to that preferred by the curriculum development team or the school may eventually be requested and/or chosen by the local community, or that there may be no agreement within the local community as to choice of language. In cases where there is no agreement, the curriculum development or learning program would not proceed.

Schools and state and territory education systems and authorities should consult all local community organisations that have interests and responsibilities in local language, school programs or community governance. These organisations will include local language centres, health centres, land councils, native title bodies, professional associations, representative bodies, networks of schools, local Aboriginal education consultative groups or equivalent, groups of educators and any other relevant key stakeholders.

Schools should also ensure that language and cultural materials produced by their language programs are kept in safe-keeping places with appropriate deposit and access processes in place. In these ways schools will be supporting communities to build and keep safe a range of resources for their language programs.

NGARRINDJERI

Ngarrindjeri ngulamaldar ngratun palai-ambi, kar yunti-warrun rawulinyeri thunggari wunyi kar tambi-warrun kaltjar.

Ngarrindjeri students learning for the future, bringing together past language and keeping culture alive.

Anita Wano-Sumner, Aboriginal Secondary Education Transition Officer, Victor Harbor High School

Structure

Pathways

To cater for differences between the ecologies of languages and the communities who are owners and custodians of those languages, and to cater for students who come from a variety of learner backgrounds, the Framework has three pathways:

- First Language Learner Pathway (L1)
- Second Language Learner Pathway (L2)
- Language Revival Learner Pathway (LR).

This approach recognises that the two key variables are ‘the learner’ and ‘the nature of the language’.

The Framework is designed to be flexible in use for developing language-specific curricula and programs. Aspects of the content and achievement standards from the various learner pathways can be selected, adapted and modified in ways that best suit a particular language, to ensure that the curriculum and subsequent programs are appropriately pitched and to recognise the nature of the language, the nature of the learners and the context of learning.

First Language Learner Pathway (L1)

Languages studied in the First Language Learner Pathway (L1) are typically used in spoken form as the language of everyday communication by whole communities across all generations.

Typically, but not exclusively, L1 programs will occur on Country/Place and will have constant involvement from a variety of speakers from the community. A key expectation in the L1 pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.

Learners are typically Aboriginal or Torres Strait Islander children who have learnt the language from their families as a first language and continue to use it naturally at home and play. Students may have varying skills in other languages, including varieties of English.

The First Language Learner Pathway provides students with an opportunity to study a first language at school. For these students, having the opportunity to learn their own language at school supports their cognitive development and signals recognition of the value and status of their language and ways of using and understanding language. Learning and using one's own language at school also meets a widely held community aim to strengthen students' identity and their connection between their families, community and Country/Place.

YANKUNYTJATJARA

Wai, ngayulu pukuḷ mula waaka nyangatja ikuntananyi nganampa wangka wiṛu, nganampa Wapar puḷka tjuṛa munu Anḡanguku ara tjuṛa.

Wangka nganampa puḷka mula kutjuliku.

Palya alatjika.

Hello, I am very pleased to see this work is recognising our beautiful language, our Ancestral stories and our Aboriginal ways.

Our languages are very important for everyone.

Thank you very much

Karina Lester, Mobile Language Team, University of Adelaide

Students develop language skills to expand the domains of use in the language. This includes developing skills in registers and genres not normally encountered in their family and home community; in effect, this may involve the students in the creative development of new registers/genres, vocabulary and expressions in the language. As well as continuing to develop, extend and strengthen oracy, a key feature of the First Language Learner pathway is the development of written literacy.

The curriculum content and achievement standards in the First Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a first language. The curriculum content and achievement standards will need to be adapted when developing language-specific curricula, and will need to be modified if the program occurs off-Country.

Second Language Learner Pathway (L2)

Languages studied in the Second Language Learner Pathway (L2) are typically languages used in spoken form as the language of everyday communication by whole communities across all generations.

The second language learner pathway has been written on the assumption that learning will occur off-Country, involving students who are typically not from the language community and having little or no experience of the language and culture. They are introduced to learning the language at school as an additional, new language.

The language chosen for curriculum development should have a sizeable set of resources in a variety of media, such as local documentaries, bilingual narrative and descriptive texts, and educational materials in print and digital form. Learning is enriched and authenticated by interaction with visiting Elders and community speakers, and where possible visits to Country/Place. Information and communications technologies provide additional resources to support a range of language and culture experiences.

The Second Language Learning Pathway provides students with an opportunity to study a language that is structurally very different from English and one from a culture quite distant from the English-speaking mainstream. This develops a deeper appreciation of the nature and diversity of languages and cultures, and supports the acquisition of knowledge and skills necessary to learn and understand an Aboriginal or Torres Strait Islander language and its cultural context.

For students who are from the language community but who did not grow up speaking the language, it is an opportunity to reaffirm their cultural identity through learning the language of their community.

The curriculum content and achievement standards in the Second Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a second language. The content descriptions, content elaborations and achievement standards for the Second Language Learner Pathway will need to be adapted for use with the particular language being taught and will need to be modified if the program occurs on-Country or if the learners are from the language community.

Language Revival Learner Pathway (LR)

The Language Revival Learner Pathway (LR) provides opportunities for students to study Aboriginal or Torres Strait Islander languages that are being revived by their owners or custodians and are in various stages of revitalisation, renewal and reclamation.

LR covers a much broader range of language types and ecologies than either L1 or L2, and the vast majority of Aboriginal languages and Torres Strait Islander Languages are included in the LR category.

Schools teaching the Language Revival Learner Pathway (LR) will most likely be located broadly within the geographical region of the language and culture, sometimes in towns and cities and other times in rural and remote regions. Classes will likely include students who relate closely to the language and culture as well as students with varying degrees of affiliation with the language and culture, including some with no connections to the language and culture. A key expectation in the LR pathway is that students have opportunities to interact with Elders and particular places on Country/Place.

Proper Language revival process needs that cultural knowledge, the cultural context and the underpinning knowledge, to make it make sense. There's no point in talking about that tree, unless you really understand what that tree means. So yes, we're doing Language revival, but that underpinning knowledge is really important to that Language revival.

Doris Paton, Victorian Aboriginal Corporation for Languages – Gunnai Language teacher

The Language Revival Learner Pathway draws on the Australian Indigenous Languages Framework (AILF) and takes into account key variables such as: how much is known about and documented for the language; the extent to which languages are used or remembered, ranging from languages no longer spoken (owners often use the term 'sleeping') to those spoken fluently by members of the older generations; and the extent to which languages have been reintroduced into the community of owners and custodians.

These variables give rise to the following broad categories of language revival:

- **Language Revitalisation:** where there are fluent L1 speakers (typically members of the older generation) but intergenerational transmission of the language has been interrupted. In this case, younger generations may understand some of the language and may use some words and phrases but they do not speak it as their first language. Examples of revitalisation languages include: Walmajarri in the Kimberley, Yindjibarndi in the Pilbara, Meriam in the Torres Strait, Dyirbal in north-eastern Queensland, Wubuy (Nunggubuyu) in Arnhem Land, and Adnyamathanha (Yura Ngawarla) in the Flinders Ranges. .
- **Language Renewal:** where there are a number of adult speakers who use the language to varying degrees in the community, but not 'right through', and where other language resources are drawn upon. Examples of languages being renewed include: Noongar in south-west Western Australia, Gumbaynggirr on the north coast of New South Wales, Ngarrindjeri on the Lower Murray Lakes in South Australia, Djabugay in the Atherton Tablelands in northern Queensland and Yugambeh in southern Queensland. .
- **Language Reclamation:** where language revival by necessity relies primarily on historical documentation of the language in the absence of active community knowledge of it. Examples of reclamation languages include: Kurna from Adelaide, Narungga from the Yorke Peninsula, Dharuk or Eora (Iyora) from Sydney, Yuwibara from central Queensland, Wemba-Wemba and Woiwurrung from Victoria, and Awabakal from the Newcastle area in New South Wales.

Reviving our languages connects us to our country, to our Old People, to our stories, and our belonging to each other and our ways of knowing. Reviving our language is our connection and understanding of who we are, it isn't a revival for now, it is our future generations to come.

Doris Paton, Victorian Aboriginal Corporation for Languages – Gunnai Language teacher

A number of factors and variables need to be considered when developing a language revival curriculum:

What is known and documented about the language

Many languages may only be known from wordlists, which are typically of widely varying quality. Some may have sketchy grammars; others may have recorded texts from which some grammar may be extracted; some, which have slipped from everyday use, may have audio and film resources. In the case of poorly documented languages where speakers no longer exist and sound or film resources were never made there will be many gaps to fill. Source materials will need to be interpreted through comparison with each other and with closely related languages, if indeed documentation of such languages exists.

Where there are still speakers of the revival language, fewer gaps will need to be filled and fewer assumptions will need to be made, because the remaining speakers will be the arbiters of what is correct or not. It is not unusual in such cases to have widely differing opinions about what is right, which may simply reflect underlying dialect differences or language change. Where a language is only known from written, historical records, there will be more need for interpretation and the application of historical and comparative linguistics in rebuilding the language, with the understanding that the revived language will most likely never match precisely the original language in structure, vocabulary and usage.

The extent to which languages are used or remembered

Revival languages also differ in relation to the extent to which they have been re-introduced into the community of owners and custodians, for example:

- the range of functions for which the language is now used (for example, private conversations, written communication, digital messaging, social media)
- the extent of its use in the public domain (for example, public speeches, Welcomes to Country, Acknowledgements of Country, naming various public entities and institutions)
- its use in educational programs (for example, at school or post-school level, in community schools, involvement of non-Indigenous as well as Indigenous people)
- the degree of development of contemporary resources (for example, alphabet books, dictionaries, grammars, learner's guides, readers, animations, radio shows, television shows, websites with online language lessons, phone apps).

Some languages have only just begun their journey of revival, while others have advanced to a point where initial generations of new first language speakers are beginning to emerge as parents use the revived languages with their children.

For languages with limited documentation, English or another community language might be used in a complementary fashion in school programs, for example, to fill in for missing words or expressions. Alternatively, language owners and the general community may decide to sidestep these gaps altogether and entirely avoid the use of English or other languages for these purposes.

Implications for developing language specific curricula and language programs

The curriculum content and achievement standards in the Language Revival Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt within this pathway.

The Language Revival Learner Pathway is pitched approximately at middle-of-the-range revival languages; that is, those that no longer have fluent first language speakers but have sufficient resources, including a grammar and dictionary, to enable a comprehensive, cumulative, rigorous and meaningful teaching program to be developed. Where there are major gaps in knowledge or documentation relating to a language, consideration needs to be given to how far the curriculum content and achievement standards can be realised and sustained for long-term, cumulative learning. An Aboriginal and/or Torres Strait Islander cultural studies program may be a better option under circumstances of severe constraint.

Many teaching and learning programs will use the LR pathway for languages that have few, if any, speakers and associated language community. It is conceivable that over time a language functioning well in revival mode could develop a sufficiently substantial speech community across all generation levels for it to be taught in either the L1 or L2 pathway. Until a revival language achieves this critical mass, however, the recommended learning pathway is LR.

The willingness and interest that comes from the kids to learn my language fuels my motivation. I've had a couple of students from other classes approach me and ask to teach their class Kurna too, because their siblings go home speaking the language and teach it to their families.

The children absolutely love it when I speak only in Kurna – when it sounds natural and fluent. You can see the amazement on their faces. They want to be able to speak like me, and so conversing smoothly in Kurna has become our main focus. It is so empowering.

Ngai Kurna Warra wangkama, wakwakurna purtinthi. Parna Kurna Warra numa nakunthi, warra marltawiltarnima. Parna murki nakunthi! Parna padlurninthe ngairli wangkatitya. Kurna Warrarluta taingiwiltha ngaini yungkunthi.

Taylor Power, Kurna language teacher, Gilles Street Primary School, with Kurna translation assistance from Rob Amery, Head of Linguistics, University of Adelaide

The content descriptions, content elaborations and achievement standards for the Language Revival Learner Pathway will need to be adapted when developing a language-specific curriculum.

Language-specific curriculum development for languages that are being revived, still have first language speakers, are regaining fluent speakers, or have substantial resources, could consider some aspects of the content and achievement standards from the First Language Learner or Second Language Learner Pathways. The L2 pathway could be used as a basis for curriculum development. In these instances, content descriptions, elaborations and achievement standards would need to be adapted and modified to ensure that the curriculum is appropriately pitched and to reflect the nature of the language, the nature of the learners, and the context of learning.

The following table provides a summary of the three learner pathways.

Table 1: Summary of the three learner pathways

First Language Learner Pathway	<ul style="list-style-type: none"> • Language spoken right through — full linguistic code • Substantial range of speakers across all generations • Language used as the language of community • Learners typically Aboriginal or Torres Strait Islander children who have learnt the language as a first language • Curriculum written on the assumption that L1 programs will occur on-Country/Place
Second Language Learner Pathway	<ul style="list-style-type: none"> • Language spoken right through — full linguistic code, • Substantial range of speakers across all generations • Curriculum written on the assumption that L2 programs will occur off-Country/Place and learners are typically not from the target language community
Language Revival Learner Pathway	<ul style="list-style-type: none"> • Languages being revived by their owners and in various stages of revitalisation, renewal and reclamation • Learners who relate closely to the language and culture as well as learners with varying degrees of connection to the language and culture and some with no connections • Curriculum written on the assumption that LR programs will typically occur broadly within the geographical region of the language and culture • Curriculum pitched approximately at middle-of-the-range revival languages

NGARRINDJERI

Ngul! Nginti elun piltenggi, platjingga po:ri. Ngumawi thunggaril piltenggiru-warrun. Kili-um yunti-warrun ngumawi ru:wangk wunyi kaltjar. Tarnaulo kulyulainkun ngang-el-inti wunyi yarnd-el-inti.

Remember! You are a strong, proud Ngarrindjeri child. Your language makes you even stronger. It connects you to your country and culture. So never be ashamed of who you are and where you come from.

Phyllis Williams, Ngarrindjeri language teacher and Elder and Mary-Anne Gale, support linguist.

Sequences of learning

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, these broad bands of learning provide maximum local flexibility in curriculum development.

Strands, sub-strands and threads

The content of the Framework for Aboriginal Languages and Torres Strait Islander Languages is organised through two interrelated strands that realise the four aims. The two strands are:

- **Communicating:** using language for communicative purposes in interpreting, creating and exchanging meaning
- **Understanding:** analysing language and culture as resources for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- communication

- analysis of aspects of language and culture
- reflection that involves, for example,
 - reflection on the experience of communicating
 - reflection on comparative dimensions of the different languages used by students (for example, the first language in relation to the second language and self in relation to others).

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 following table provides a brief description of each of the strands and sub-strands.

Table 2: Relationship between strands and sub-strands

Strand	Sub-strand	Description
Communicating: <i>Using language for communicative purposes in interpreting, creating and exchanging meaning.</i>	1.1 Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with real and imagined experience by participating in, responding to and creating a range of texts, such as stories, songs, dances and paintings and visual designs.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Identity	Exploring and expressing their sense of identity as individuals and as members of particular speech communities and cultures.
	1.6 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; considering how interaction shapes communication and identity.

Strand	Sub-strand	Description
Understanding: <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.</i>	2.1 Systems of language	Understanding the language system, including sound, writing, grammar and text.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 Language awareness	Analysing and understanding the general nature and function of language and culture, focusing on areas such as the changing relationship of languages and cultures over time, and the ability of new media and technologies to shape communication.
	2.4 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.
	2.5 Role of language building	Analysing and understanding language building as a means to extend the potential of the language in the areas of vocabulary, expression and discourse, and developing knowledge of linguistic techniques such as collecting, describing and recording language.

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 of expressing progression of content across the learning sequences.

The following table provides a brief description of each of the strands and sub-strands.

Table 3: Summary of threads across the three learner pathways

Strand	Sub-strand	Thread		
		L1	L2	LR
Communicating	1.1 Socialising	Socialising/interacting	Socialising/interacting	Socialising/interacting
		Taking action/collaborating	Taking action/collaborating	Taking action/collaborating
		Developing the language of schooling	Developing language for classroom interaction	Developing language for classroom interaction
	1.2 Informing	Obtaining and using information	Obtaining and using information	Obtaining and using information
		Conveying information	Conveying information	Conveying information
	1.3 Creating	Participating in and responding to stories, song, dance and visual design	Participating in and responding to stories, song, dance and visual design	Participating in and responding to stories, song, dance and visual design
		Creating and performing	Creating and performing	Creating and performing
	1.4 Translating	Translating/interpreting, transcribing and explaining	Translating/interpreting and explaining	Translating/interpreting and explaining
		Creating bilingual/multilingual texts	Creating bilingual texts	Creating bilingual texts
	1.5 Identity	People, kinship and community	Expressing identity	Expressing identity
		Country/Place		
		History/Story		

Strand	Sub-strand	Thread		
		L1	L2	LR
	1.6 Reflecting	Reflecting on intercultural experience	Reflecting on intercultural experience	Reflecting on intercultural experience
Understanding	2.1 Systems of language	Sound and writing systems	Sound and writing systems	Sound and writing systems
		Grammar and vocabulary knowledge	Grammar and vocabulary knowledge	Grammar and vocabulary knowledge
		Ways of communicating and creating text	Ways of communicating and creating text	Ways of communicating and creating text
			Links between language, kin and land	Links between language, kin and land
	2.2 Language variation and change	Variability in language use according to social and cultural context	Variability in language use according to social and cultural context	Variability in language use according to social and cultural context
		The dynamic nature of language	The dynamic nature of language	The dynamic nature of language
	2.3 Language awareness	Linguistic landscape and ecology	Linguistic landscape and ecology	Linguistic landscape and ecology
		Protocols for working with Aboriginal languages and Torres Strait Islander languages	Protocols for working with Aboriginal languages and Torres Strait Islander languages	Protocols for working with Aboriginal languages and Torres Strait Islander languages
	2.3 The role of language and culture	The relationship of language culture	The relationship of language culture	The relationship of language culture

Strand	Sub-strand	Thread		
		L1	L2	LR
	2.4 Role of language building	Maintaining and strengthening language	Maintaining and strengthening language	Processes and protocols of language building
				Techniques of language building

Concepts, processes and text -types

Concepts

Concepts are the big ideas that students work with. The choice of the word 'concept' rather than 'topic' is deliberate: it marks a shift from description to conceptualisation. The curriculum invites students not only to describe facts or features of phenomena, situations and events but also to consider how facts and features relate to concepts or principles. For example, a description of a house can lead to a consideration of the concept of 'home' or 'space/place'; a description of a landmark or waterway can lead to a consideration of the Aboriginal or Torres Strait Islander concept of 'Country/Place' or 'Kinship'. This shift is necessary because concepts lend themselves more fruitfully to intercultural comparison and they engage students in personal reflection and more substantive learning.

Language revival is listening to the land, language revival is understanding knowledge and language revival is our connection to ways of knowing. It is for the future generation to come.

Doris Paton, Victorian Aboriginal Corporation for Languages – Gunnai Language teacher

The key concepts for Aboriginal languages and Torres Strait islander languages and knowledge include:

- Country/Place: links to land, water, sea, sky
- Identity: individual, social, cultural
- Relationships: family and kinship, skin, totem, moiety, sections
- History/Story/Journey
- Community life: past and present
- Ecology: management of natural resources, land-care
- Natural environment: seasons and cycles, topographical features of the region, land-forms, plants and animals, category systems, fire, water, night sky and stars, meteorological phenomena, tides and the moon, bush tucker
- Built environment: artefacts, tools, shelters/houses and urban environments
- Artistic expression: story-telling, music and dance, visual design
- Health and well-being: physical, spiritual, mental; cultural safety, body parts, age, change and growth (social, emotional)
- Language as system: sound, grammar, orthography, conventions in speaking, writing and signing, ways of communicating
- Register, variation and structure: age-, gender-, and relationship-appropriate language use; regional variation; loans and cognates; creoles and young people's talk; structural relatedness
- Language ecology: language diversity, growth, endangerment
- Language and cultural revival: language building, reconstruction, maintenance and development, advocacy
- Cultural protocols: values, respect, reciprocity.

Language revival gives knowledge, it strengthens our ways of knowing, and connects our future generations to ways of thinking.

Doris Paton, Victorian Aboriginal Corporation for Languages – Gunnai Language teacher

Processes

Processes include skills (for example, listening, speaking, reading, viewing, signing, writing, performing, classifying, noticing), as well as higher-order thinking processes (such as, conceptualising, interpreting, reasoning, analysing, explaining, comparing, reflecting) and the processes of collecting, describing and recording language.

Text-types

Text-types include oral, written, visual and multimodal texts. Country/Place, sea and sky are also considered by Communities to be texts. The selection of texts is important because they define and reflect past and present, and linguistic and cultural identity, helping to make the people and experiences of a particular culture distinctive. They also provide opportunities for intercultural dialogue.

Curricula developed from the Framework for particular Aboriginal or Torres Strait Islander languages may draw upon a variety of historical and contemporary types of text. Individual language teaching programs will benefit from incorporating a diversity of support and enrichment materials and experiences, community knowledge and individual expertise, all of which serve as texts.

Oral texts provide the rich experience and engagement characteristic of live performance, and may range from the relatively free forms of informal story-telling and yarning to the more canonically fixed forms of song and associated dance and ceremony. The performance of oral texts encourages interactive learning at all stages and for all orientations of language learning; they are the forms of expression in which Aboriginal and Torres Strait Islander cultures excel and which are intrinsic to their communicative structures and styles.

Visual texts are also key texts to guide learning of Aboriginal and Torres Strait Islander languages. These may include ephemeral works, such as ground paintings, tracks left by ceremonial dancers, body painting as well as visual design in more permanent forms worked onto stone, wood, canvas or sporting guernseys. These texts are often collaborative in origin, identifying specific knowledge of Country/Place, linking groups of people and transmitting knowledge to community, and, increasingly, to wider Australian and international audiences. Ground paintings, for example, are traditional expressions of the interactions between humans, History, ancestors, and the environment.

Some Aboriginal and Torres Strait Islander languages are known virtually only through written texts, usually in the form of archival material dating from previous generations when the language was more widely known and used. Present-day owners of these languages may choose to research the texts to retrieve what can be known about them. By so doing they seek to bring them back to a life and culture in which performance once more assumes its central role, and in which everyday forms of the spoken language can be adapted for contemporary life. For these programs in revival languages, historical texts form a crucial starting point for developing new language forms and uses, even though available written texts may vary greatly in detail and accuracy.

Archival material for revival languages, however, may be skewed by the interests, intentions and biases of original recorders and writers; for example, a language may have a substantial grammar recorded for it but large areas of missing lexicon, because it was not of interest to the original recorders. On the other hand, early literacy work with first-language speaker communities may have spawned a flourishing vernacular literacy rich in socialising and informing styles, for example, letter-writing, but little material describing the language structure.

Some languages may be spoken fluently only by the older generation, who therefore become the referenced authors of new texts that reflect changing social and educational conditions and needs, and where the purpose is to re-engage younger generations in acquiring their language, thus ensuring its survival. The role of Elders in these situations is fundamental.

Revival pathways developed for different languages will therefore potentially have access to a wide variety of texts on which programs can be based: some fixed in the archives and some living and ever-changing; some comprehensively descriptive of the internal structure and resources of the language but needing to be enlivened with conversational detail; and some voluble but masking underlying structures needed to generate new language for young learners.

Multimodal and digital media texts have assisted greatly in the transmission of Indigenous knowledge and taxonomies and in the artistic expression of contemporary personal and cultural identity, with a responsiveness often approaching the living nature of traditional oral transmission. There are interactive maps and seasonal calendars describing Country, digital animations depicting Story and Journey, and hyperlinked texts integrating several text-types, all available on personal digital devices small enough to travel with the learner. By engaging in these enhanced texts, learners develop a set of multiple literacies that support not only the learning and transmission of Australia's precious linguistic heritage but the acquisition of techniques and attitudes to learning that boost learners' achievements across the whole curriculum.

Language learning and literacy development

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian schools, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation and experience in and out of school.

Learners bring to school their experience of their first language(s), the one(s) they use for initial socialisation in family or community. For the majority, this is English. For many others, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most learners in Australian schools, this is English. For many students, this language of instruction is not the same as their first language. These students may learn through **English as an additional language or dialect (EALD)** programs.

In contemporary understandings of language acquisition and learning, importance is placed on the role of the languages through which individual learners socialise and learn. All learners have their own repertoires of linguistic and cultural experience and capabilities. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of each learner's identity, of what they bring to the experience of learning an additional language as part of their school curriculum.

While the curriculum for languages primarily addresses the processes involved in learning languages, this learning cannot be separated from the development of learners' more general educational experience and communicative repertoires. A relational and holistic approach to languages education and to learning and using multiple languages ensures that learners develop their overall language capabilities and knowledge, which impacts on their overall conceptual and communicative development.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring that learners continue to develop capabilities in at least two languages that are of value and relevance to them, in terms of conceptual development, communicative capabilities and identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy for their children. They support literacy education programs that are founded on the principle of establishing literacy in their children's first language, the Aboriginal and Torres Strait Islander languages used in their communities. Literacy in English is regarded as concomitant on first establishing students' literacy in this first language. Although many bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students contributes significantly to improving overall academic achievement and success.

Using the Framework

The Framework is general in its structure and approach because it needs to be applicable to all Aboriginal languages and Torres Strait Islander languages in Australia, across the full range of language ecologies. As a consequence, curriculum content and achievement standards are pitched at a higher level of generality than in language-specific curricula in order to cater for the full range of Aboriginal or Torres Strait Islander languages that may potentially be learnt within a particular pathway.

The next stage of Australian Curriculum development for Aboriginal languages and Torres Strait Islander languages may lead to the development of some language-specific exemplars of content and achievement standards to be included in the Framework in order to support and guide the process of developing specific content and achievement standards for specific languages.

Developing language-specific curricula for particular Aboriginal languages and Torres Strait Islander languages

It is intended that the Framework be used by state and territory education jurisdictions, schools and communities to develop language-specific curricula and programs. Any language-specific curriculum development must be undertaken with appropriate consultation with language owners or custodians and members of the relevant Aboriginal or Torres Strait Islander communities, as outlined in the Principles and Protocols section of this Framework. Consideration must be given to the availability of appropriate human resources to develop the curriculum and to the level of documentation and resources available for the particular language.

The curriculum development team will include members of the Aboriginal or Torres Strait Islander community whose language is the focus, as well as curriculum specialists, language experts and language-teaching practitioners, as necessary.

Determining the appropriate pathway

In selecting the pathway that will be used as a base for development of language-specific curricula, consideration should be given to the nature of the language, the nature of the learners, and the context of learning, for example:

- the ecology of the language and the nature of the speech community
- the profile of learners and the degree of affiliation with the language
- the likelihood of the program occurring on or off Country/Place.

The Framework is designed to be flexible in use. When developing language-specific curricula and programs the curriculum development team can select, adapt and modify aspects of the content and achievement standards from across the pathways in ways that best suit the particular language, its context and its learners. For example, language-specific curriculum development for languages that are being revived, still have first language speakers, are regaining fluent speakers, or have substantial resources, could potentially adapt and modify some aspects of the content and achievement standards from the LR, L2 and L1 pathways.

Sequences of learning

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written as a Foundation – Year 10 learning sequence and presumes continuous learning of the same language across the bands Foundation – Year 2, Years 3–6, and Years 7–10.

The content and achievement standards will require modification if the language-specific curriculum is to be written for different entry points, for example, developing a curriculum for a Year 7 entry point.

Context Statement

A context statement will be developed for each specific language to describe the distinctiveness and nature of that language, including its use in the community, the place of the language in Australian education, the nature of learning the language, and the diversity of students who will be learning the language.

Content and Achievement Standards

In developing a language-specific curriculum, the generalised content and achievement standards within a particular pathway may need to be adapted and modified to reflect the nature of the language, the nature of the learners, and the context of learning. This includes adapting band descriptions, content descriptions, content elaborations, and achievement standards.

Language-specific examples such as concepts, key words and phrases should be included in the content and achievement standards. The use of language-specific examples provides teachers with a point of reference when developing programs and provides indications of pitch and expected levels of performance in language use and understanding.

Content elaborations develop aspects of each content description: illustrations, descriptions or examples to indicate opportunities for learning. They are intended as complementary support material. They are neither prescriptive nor comprehensive. The elaborations included for each pathway of the Framework allow for the various ecologies of languages, the various contexts of learning, and the diversity of learners within a particular pathway. This is particularly the case for the LR pathway.

Language-specific curriculum developers should select, adapt and modify elaborations in ways that best suit the particular language and its context and learners, or should create particular content elaborations to accompany the content descriptions for the specific language.

Developing teaching and learning programs

The Australian Curriculum: Languages has been developed for language-as-subject programs (where a language is studied as a subject as part of the school curriculum). Schools and jurisdictions will allocate a larger number of hours in implementing content-based programs (where the content from another learning area is taught in the target language) and bilingual programs.

I feel that there's a genuine respect and appreciation from the school community for the language and what I'm doing. They make me feel like they're lucky to have me. Their encouragement and determination to help me and help keep Kurna thriving amazes me. I feel like we share the same passion. And that's so comforting to me.

Taylor Power, Kurna language teacher, Gilles Street Primary School

The Australian Curriculum: Framework for Aboriginal Languages and Torres Strait Islander Languages is designed to achieve four aims that are realised through two interrelated strands: communicating and understanding. In developing teaching and learning programs, the two strands are integrated to ensure holistic learning and to attend to active language use and the development of related knowledge, understandings and reflective capabilities.

The set of strands and sub-strands capture a range of dimensions of language use. As such, they are designed to capture the scope; that is, the range and variety of content to be experienced and learned by students. Teachers will need to design teaching and learning programs by drawing on the content descriptions from a number of sub-strands, and integrate these to create meaningful learning experiences for their particular learners. The emphases across the strands and sub-strands may vary for different languages, bands and pathways, and for different program contexts. Since the content descriptions indicate the nature and scope of the learning over several-year spans, teachers will need to make decisions about what aspects of the content descriptions will be taught in what year of their program. Year by year, programs can then be used to inform the development of short-term programs (that is, one term/several weeks).

Taken together, band descriptions, content descriptions, content elaborations, and achievement standards provide an overall sense of 'level' of, or expectations about, language teaching and learning at a given moment in time and over time. They give a sense of the level of complexity at which student learning can be pitched, and in relation to assessment they provide a reference point for making judgments about students' progress in learning. Teachers will make decisions about pedagogies that best meet the learning needs of their particular students and that best reflect the context of their particular program.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Framework for Aboriginal Languages and Torres Strait Islander Languages are available as PDF documents.

Scope and Sequence

Sequence of Achievement - First Language Learner Pathway (L1)

Sequence of Achievement - Language Revival Learner Pathway (LR)

Sequence of Achievement - Second Language Learner Pathway (L2)

Glossary (Word)

Glossary (PDF)

Context statement

Languages studied in the First Language Learner Pathway (L1) are typically used in spoken form as the language of everyday communication by whole communities across all generations.

Typically, but not exclusively, L1 programs will occur on Country/Place and will have constant involvement from a variety of speakers from the community. A key expectation in the L1 pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.

Learners are typically Aboriginal or Torres Strait Islander children who have learnt the language from their families as a first language and continue to use it naturally at home and play. Students may have varying skills in other languages, including varieties of English.

The First Language Learner Pathway provides students with an opportunity to study a first language at school. For these students, having the opportunity to learn their own language at school supports their cognitive development and signals recognition of the value and status of their language and ways of using and understanding language. Learning and using one's own language at school also meets a widely held community aim to strengthen students' sense of identity and their connection between families, community and Country/Place.

Students develop language skills to expand the domains of use in the language. This includes developing skills in registers and genres not normally encountered in their family and home community; in effect, this may involve the students in the creative development of new registers/genres, vocabulary and expressions in the language. As well as continuing to develop, extend and strengthen oracy, a key feature of the First Language Learner pathway is the development of written literacy.

The curriculum content and achievement standards in the First Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a first language. The curriculum content and achievement standards will need to be adapted when developing language-specific curricula, and will need to be modified if the program occurs off-Country.

Summary of Key Features of the First language learner pathway:

First Language Learner Pathway	<p>Spoken right through (full linguistic code)</p> <p>Substantial range of speakers across all generations</p> <p>Used as the language of community</p> <p>Learners are typically Aboriginal or Torres Strait Islander children who have learnt the language as a first language</p> <p>Curriculum written on the assumption that L1 programs will occur on Country/Place</p>
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Context statement

The Language Revival Learner Pathway (LR) provides opportunities for students to study Aboriginal or Torres Strait Islander languages that are being revived by their owners or custodians and are in various stages of revitalisation, renewal and reclamation.

The LR category covers a much broader range of language types and ecologies than either L1 or L2, and the vast majority of Aboriginal languages and Torres Strait Islander languages are included in the LR category.

Schools teaching the Language Revival Learner Pathway (LR) will most likely be located broadly within the region of the target language and culture, sometimes in towns and cities, and other times in rural and remote regions. Classes will likely include students who relate closely to the language and culture, as well as students with varying degrees of affiliation with the language and culture, including some who have no connections to either the language or the culture. A key expectation in the LR pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.

The Language Revival Learner Pathway draws on the Australian Indigenous Languages Framework (AILF) and takes into account key variables such as: how much is known and documented of the language; the extent to which it is used or remembered, ranging from no longer being spoken (owners often use the term 'sleeping') to being spoken fluently by members of the older generations; and the extent to which it has been reintroduced into the community of owners and custodians.

These variables give rise to the following broad categories of language revival:

- **Language Revitalisation:** where there are fluent L1 speakers (typically members of the older generation) but where intergenerational transmission of the language has been interrupted. Younger generations may understand some of the language and may use some words and phrases, but do not speak it as their first language. Examples of revitalisation languages include Walmajarri in the Kimberley, Yindjibarndi in the Pilbara, Meriam in the Torres Strait, Dyirbal in north-eastern Queensland, Wubuy (Nunggubuyu) in Arnhem Land, and Adnyamathanha (Yura Ngawarla) in the Flinders Ranges. .
- **Language Renewal:** where there are a number of adult speakers who use the language to varying degrees in the community, but not 'right through', and where there are other language resources to draw upon. Examples of languages being renewed include Noongar in south-west Western Australia, Gumbaynggirr on the north coast of New South Wales, Ngarrindjeri on the Lower Murray Lakes in South Australia, Djabugay in the Atherton Tablelands in northern Queensland, and Yugambeh in southern Queensland.
- **Language Reclamation:** where language revival, by necessity, relies primarily on historical documentation of the language in the absence of active community knowledge of it. Examples of reclamation languages include Kaurana from Adelaide, Narungga from the Yorke Peninsula, Dharuk or Eora (Iyora) from Sydney, Yuwibara from central Queensland, Wemba-Wemba and Woiwurrung from Victoria, and Awabakal from the Newcastle area in New South Wales,

A number of factors and variables will need to be considered when developing a language revival curriculum, including:

What is known and documented about the language:

Many languages may only be known from wordlists, which are typically of widely varying quality. Some may have sketchy grammars. Others may have recorded texts from which some grammar may be extracted. Others, which have slipped from everyday use, may have audio and film resources. In the case of poorly documented languages, where speakers no longer exist and sound or film resources were never made, there will be many gaps to fill. Source materials will need to be interpreted through comparison with each other and with closely related languages, if documentation of these languages exists.

Where there are still speakers of the revival language, fewer gaps will need to be filled and fewer assumptions will need to be made. The remaining speakers of the language will be the arbiters of what is correct or not. In such cases, it is not unusual to have widely differing opinions about what is right, which may simply reflect underlying dialect differences or processes of language change. Where a language is only known from written, historical records, there will be more need for interpretation and the support of historical and comparative linguistics in rebuilding the language, with the understanding that the revived language will most likely never precisely match the original language in structure, vocabulary or usage.

The extent to which the language is used or remembered

Revival languages also differ in the extent to which they have been re-introduced into the community of owners and custodians, for example:

- the range of functions for which the language is now used (for example, private conversations, written communication, digital messaging, social media)
- the extent of its use in the public domain (for example, public speeches, Welcomes to Country, Acknowledgements of Country, naming of public entities and institutions)
- its use in educational programs (for example, at school or post-school level, in community schools, involving both Indigenous and non-Indigenous people)
- the degree of development of contemporary resources (for example, alphabet books, dictionaries, grammars, learner's guides, readers, animations, radio shows, television shows, websites with online language lessons, phone apps).

Some languages have only just begun their journey of revival, while others have advanced to a point where initial generations of new first language speakers are emerging, as parents use the revived languages with their children.

For languages with limited documentation, English or another community language might be used in school programs in a complementary fashion, for example, to fill in for missing words or expressions. Alternatively, language owners and the community in general may decide to sidestep these gaps altogether, avoiding the use of English or other languages entirely.

Implications for developing language specific curricula and language programs

The curriculum content and achievement standards in the Language Revival Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt within this pathway.

The Language Revival Learner Pathway is pitched approximately at middle-of-the-range revival languages; that is, those languages which no longer have fluent first language speakers but have sufficient resources, including a grammar and dictionary, to enable a comprehensive, cumulative, rigorous and meaningful teaching program to be developed. Where there are major gaps in knowledge or documentation relating to a particular language consideration needs to be given as to how far the curriculum content and achievement standards can be realised and sustained for long-term, cumulative learning. An Aboriginal and/or Torres Strait Islander cultural studies program may be the better option under circumstances of severe constraint.

Many programs will use the LR pathway for languages that have few, if any, speakers or associated language community. It is conceivable, however, that over time a language functioning well in revival mode could develop a sufficiently substantial speech community across all generations for it to be taught and learned in either the L1 or L2 pathway. Until a revival language achieves this critical mass, however, the recommended language learning pathway remains LR.

The content descriptions, content elaborations and achievement standards for the Language Revival Learner Pathway will need to be adapted when developing language-specific curricula.

Language-specific curriculum development for languages that are being revived, still have first languages speakers, are regaining fluent speakers, or have substantial resources, could consider incorporating some aspects of the content and achievement standards from the First Language Learner or Second Language Learner pathways; or using the L2 pathway as a base for curriculum development. In these instances content descriptions, elaborations and achievement standards will need to be adapted and modified to ensure that the curriculum is appropriately pitched and reflective of the nature of the language, the nature of the learners and the context of learning.

Summary of Key Features of the Language Revival Learner Pathway

Language Revival Learner Pathway	<p>Languages being revived by their owners and in various stages of revitalisation, renewal and reclamation</p> <p>Language learners who relate closely to the language and culture, as well as learners with varying degrees of connection to the language and culture and some with no connections</p> <p>Curriculum written on the assumption that LR programs will typically occur broadly within the geographical region of the language and culture</p> <p>Curriculum pitched approximately at middle-of-the-range revival languages</p>
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Context statement

Languages studied in the Second Language Learner Pathway (L2) are typically languages used in spoken form as the language of everyday communication by whole communities across all generations.

The second language learner pathway has been written on the assumption that learning will occur off-Country, involving students who are typically not from the language community and have little or no experience of the language and culture. They are introduced to learning the language at school as an additional, new language.

The language chosen for curriculum development should have a sizeable set of resources in a variety of media, such as local documentaries, bilingual narrative and descriptive texts, and educational materials in print and digital form. Learning is enriched and authenticated by interaction with visiting Elders and community speakers, and where possible visits to Country/Place. Information and communications technologies provide additional resources to support a range of language and culture experiences.

The Second Language Learning Pathway provides students with an opportunity to study a language that is structurally very different from English, and from a culture quite distant from the English-speaking mainstream. Such study develops a deeper appreciation of the nature and diversity of languages and cultures, and requires the acquisition of knowledge and skills necessary to learn and understand an Aboriginal or Torres Strait Islander language and its cultural context.

For students who are from the language community but who did not grow up speaking the language, this pathway provides an opportunity to reaffirm their cultural identity through learning the language of their community.

The curriculum content and achievement standards in the Second Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a second language. The content descriptions, content elaborations and achievement standards will need to be adapted for use with the particular language being taught; it will need to be modified if the program occurs on-Country or if the learners are from the language community.

Summary of Key Features of the Second language learner pathway

Second Language Learner Pathway	<p>Spoken right through (full linguistic code)</p> <p>Substantial range of speakers across all generations</p> <p>Curriculum written on the assumption that L2 programs will occur off-Country/Place and learners are typically not from the language community</p>
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The Australian Curriculum Languages - Framework for Aboriginal Languages and Torres Strait Islander Languages First Language Learner Pathway (L1) - Years F–10 Sequence

Framework for Aboriginal Languages and Torres Strait Islander Languages

Foundation to Year 2

The nature of the learner, the pathway and particular language

Languages studied in the First Language Learner Pathway (L1) are typically used in spoken form as the language of everyday communication by whole communities across all generations.

Typically, but not exclusively, L1 programs will occur on Country/Place and will have constant involvement from a variety of speakers from the community. A key expectation in the L1 pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.

Learners are typically Aboriginal or Torres Strait Islander children who have learnt the language from their families as a first language and continue to use it naturally at home and play. Students may have varying skills in other languages, including varieties of English.

The curriculum content and achievement standards in the First Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a first language. The curriculum content and achievement standards will need to be adapted when developing language-specific curricula, and will need to be modified for programs occurring off-Country.

Students enter the early years of schooling with well-established skills in spoken forms of the language along with a growing knowledge of local community and culture. In addition they may have varying skills in other languages, including varieties of English. School is often the first place these children encounter written language as a systematic means of communication.

Language learning and use

As well as continuing to develop oracy, a key feature of the First Language Learner Pathway is the development of literacy and extending language use in additional domains, particularly relating to the school context. Children build a vocabulary for thinking and talking about school topics, routines and processes, and expand their knowledge and understanding by exploring Country/Place with Elders and community members and by engaging with stories and other texts in the language.

Children learn about the concepts of kin, social groupings and how these are connected to the natural environment. They learn about their own songs, stories, dances and designs and their own place in the kinship system.

From Foundation to Year 2 children are learning how to interact with people in new contexts, share with others, and participate in more structured routines and activities. They learn about school, teacher and community expectations in terms of 'right' behaviour and 'right' ways of talking.

The curriculum builds on children's interests and sense of enjoyment and curiosity, with an emphasis on active and experiential learning and confidence building. Creative play provides opportunities for using the language for purposeful interaction in some less familiar contexts. Imaginative activities, games, music and songs, movement and familiar routines provide essential scaffolding and relevant contexts for language development.

Students are supported to use the language for different language functions and in different domains, such as asking and responding to questions on a range of topics, expressing feelings, following instructions, working together for a common purpose, and taking turns in games and simple shared learning experiences.

They learn to recognise how the sounds of the language and its intonation are encoded in writing. They begin to understand how the language works, comparing and contrasting it with other known languages and learning how it fits into the diversity of regional and national languages.

The transition from spoken to written language is scaffolded through shared exploration of simple texts and language features. Children progress from supported comprehension and use of a small number of high-frequency and personally significant sight words to more elaborated texts that take account of context, purpose and audience. They use grammatical, cultural and contextual cues to comprehend texts and engage in communicative interactions. They progress from writing by tracing and copying, to independently forming legible letters. Writing skills progress from the ability to label images and copy high-frequency words to co-construct simple texts using familiar vocabulary, language features and structures. Children begin to develop familiarity with different types of texts in different genres.

Contexts of interaction

Across Foundation to Year 2, learning occurs largely through interaction with peers and the teaching team, with access to Elders and other speakers living in the same community for additional enrichment and authentication of the learning experience. Interacting with Country/Place to explore the environment with Elders and other community members is essential to learning at all stages, but particularly in the early years, when learning is grounded in the familiar, and understanding of the role of language as lived experience is important.

Texts and resources

Country/Place and the community are the most important resources for learning and are the origin of most of the texts and communicative situations offered to learners.

Children engage with a variety of spoken, visual, written and digital texts. They listen and respond to teacher talk, share ideas, and join in with song, dance, story, rap, as well as with various forms of play, performance, conversational exchanges and activities mediated by language. Printed and digital texts include stories, shared Big Books, wall charts and teacher-generated materials such as games, flashcards and items from the community and local environment. They engage with visual texts such as designs on body, bark and sand, and etchings and carvings on wood and rock.

Level of support

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement. Use of recount, experiencing and retelling in oral and written formats assists in establishing early literacy.

The role of languages

The language of study is the principal medium of instruction in First Language Learner Pathway classrooms, while other known languages play a complementary role, such as for translating and creating bilingual/multilingual texts.

Foundation to Year 2 Content Descriptions

Communicating	
Socialising	Elaborations

Interact with peers, the teaching team and visiting Elders/community members to share information, thoughts and feelings about family, friends, community, activities, events and experiences

[Key concepts: family, community, friendship, personal world, experience, responsibility, safety; Key processes: interacting, sharing, describing, recounting]

(ACLFWC001)



- interacting with peers, the teaching team and visiting Elders and community members, using appropriate ways of talking, including terms of respect and forms of address, and using sign language as appropriate
- sharing and describing recent events, favourite pastimes and personal experiences, for example, a sporting event, a fishing or hunting trip, a trip to a waterhole, calling in on family or visiting a neighbouring community
- collaboratively recounting experiences they have shared together, for example, trips to the bush or town, school events, sports days, meeting special guests
- engaging in class and small group discussions, listening to others and exchanging ideas on topics such as healthy eating, safe behaviours, who to ask for help, responsibilities at home, school and in the community
- talking in appropriate ways about feelings, thoughts, wants and emotions, for example, looking at pictures of people and discussing how they might be feeling or what might have happened to them; talking about what makes them happy, embarrassed, ashamed, angry or afraid and discussing possible strategies or responses when they experience such feelings
- identifying trusted people in their community who can help them stay safe and healthy, and rehearsing ways of asking for help in a range of different scenarios

Participate in shared tasks and activities that involve following instructions, making things and cooperating with peers

[Key concepts: family, cooperation, play; Key processes: participating, active listening, following instructions, making, turn-taking]

(ACLFWC002)



- listening to, remembering and following instructions from an Elder/community member, for example, how to make traditional tools or prepare traditional foods
- collaborating with others in art and craft activities, for example, gathering and using traditional materials such as ochre, nuts, twigs, bark, seeds, shells, feathers; decorating musical instruments/artefacts; making bush toys
- participating in traditional and contemporary games, tasks and activities that involve turn-taking, guessing, matching and choosing objects, bush tucker collecting, sand story telling
- working collaboratively with peers and the teaching team, for example, to adapt and perform action songs, make a class Big Book, design posters with a health or behavioural message, create a display, create and perform an item for school assembly
- practising personal skills such as active listening and showing self-discipline and respect for others in interactive group situations
- using appropriate phrases and expressions for turn-taking in games and activities
- grouping and sorting bush food such as meat, food grubs, artefacts, leaves and tools into appropriate cultural categories
- giving directions, for example, to guide others to locations or through an obstacle course

Participate in conversations and interactions that involve behaviours such as active listening, showing interest, asking questions and contributing ideas, information

[Key concepts: routine, consideration, contribution, appropriateness; Key processes: active listening, participating, responding, following instructions]

(ACLFWC003)



- participating in routine classroom exchanges, such as responding to the class roll, asking and answering questions, making requests and expressing opinions in appropriate ways
- encouraging and praising others using appropriate language and interaction behaviours
- negotiating and following class rules and demonstrating understanding of class/school/teacher/community expectations in relation to respectful relationships, right behaviour, and right ways of talking in class and at school
- negotiating with class members and members of the teaching team, using respectful language for agreeing or disagreeing and considering how others might respond before expressing their views
- building vocabulary and language forms for thinking and talking about school topics and routines
- participating in and contributing to class discussions using appropriate strategies for turn-taking
- using ways of talking and listening that are appropriate to particular activities, for example, sitting and listening to a story, paying attention to what the teacher is doing, joining in interactions such as singing or playing
- learning and using appropriate language and actions to communicate their feelings in different situations

Informing

Elaborations

Locate/ discover/identify key information about Country/Place and community by exploring Country/Place and listening to stories from Elders and community members

[Key concepts: Country/Place, natural environment, Indigenous knowledge, the past, community life, health and well-being; Key processes: listening, reading, mapping, reading Country/Place, exploring, observing, recording, describing, classifying]

(ACLFWC004)



- listening and responding to Elders and community members telling stories about aspects of the past, for example, bush toys and children's games, hunting, fishing and gathering food, how food was prepared and cooked, implements used, animals that were eaten, ways of travelling from place to place, kinds of dwellings, how water was found
- describing and recording different weather and seasons of their Country/Place in a picture diary or a series of paintings, annotating them with changes that occur throughout a year, including the seasonal behaviour of animals and what plants grow in particular seasons
- learning to read Country/Place with Elders' guidance, for example, by looking for tell-tale signs such as animal tracks and fruit fall, migratory birds, turtle tracks, animal behaviour, fresh diggings around a lair
- recognising and drawing and labelling different animal tracks
- investigating/exploring Country/Place with Elders/community members or park rangers, for example, by identifying different trees, plants, animals and insects, making leaf and bark rubbings, observing how different bush foods grow and are used, observing different animal behaviour, such as hiding by camouflaging, taking photos or drawing and writing captions and comments to make a class book
- observing and describing different plants, for example, parts of the plant, plant size and shape of leaves and seeds, where/how they grow
- observing and describing animals/living creatures, how they move, where they live (for example, in burrows and nests), what they eat, naming body parts, how they reproduce
- classifying animals, plants and natural objects from the environment, using appropriate cultural categories, for example, edible/non-edible, meat/non meat, salt water/fresh water, day/night animals, wood/rock, rough/smooth, hard/soft, things that live in trees, in water, plants that grow together/alone
- identifying, naming, and labelling key places and topographical features such as creeks, springs, rocky outcrops, water sources, estuaries, reefs, desert landforms, using some location and directional terms such as *up, down, near, north, south, east, west*
- describing the direction and location of familiar places (near and far, above and below, beside and opposite)
- identifying and labelling some important places in the built environment, for example, dwellings, settlements, community store, health clinic, art centre, ranger station, school, places to play, roads and tracks, describing and explaining their purpose and role and who works there
- naming and discussing key ceremonies and social and cultural events, the times of year at which they occur and associated activities in the community
- viewing local photos, videos, books, IndigiTUBE, to find information about cultural practices such as musical

instruments used, performance paraphernalia

- recording how frequently/ for what purposes they visit particular places, representing information on a graph or table with teacher guidance
- identifying, talking about and describing artefacts, describing how they are used, how they are made and maintained, what materials they are made from
- labelling, drawing and matching inside and outside body parts
- learning and using vocabulary and expressions related to healthy living and eating, personal hygiene and fitness

Give factual information about family, friends, Country/Place and community using simple statements and descriptions, captioned drawings and photos

[Key concepts: daily routines and activities, events, Country/Place, community life ; Key processes: labelling, captioning, describing, contributing, recounting]

(ACLFWC005)



- representing aspects of their daily routines using different modes of expression, for example, by writing captions, descriptions or attaching word bubbles to drawings
- creating a pictorial story to describe activities and routines they do at home, at school, in the community
- contributing to a shared recount, such as a class photo story to report on an event, for example, a hunting trip, a school visit, an excursion or school or community celebration
- creating posters to convey important messages, for example, in relation to health and well-being, caring for Country/Place

Creating

Elaborations

Participate in shared listening to, viewing and reading of texts, identifying and describing favourite elements, main characters and key events and responding through singing, dancing, drawing, movement and action

[Key concepts: storytelling, response; Key processes: responding, performing, sharing, expressing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips (IndigiTUBE)]

(ACLFWC006)



- participating in shared reading of traditional and contemporary stories and responding, for example, by sequencing and captioning pictures, drawing events in sequence, retelling and re-enacting with props or actions
- predicting the content/meaning of narrative texts such as picture books, including titles, covers and illustrations, and giving reasons for their predictions
- illustrating and describing main characters and key events in stories, songs and performances
- discussing their favourite characters or events in familiar stories, songs, performances, making simple evaluative statements and comparing each other's responses to the texts
- identifying key animals, birds and other characters in stories, songs, performances and dances, recognising and describing particular patterns of movement and discussing the significance of particular dance elements
- listening to Elders/community members telling stories from the local area, and responding by retelling parts of the story, for example, in the sand, in dot paintings, or through performance
- listening to Elders/community members tell stories, identifying which stories belong to which natural features in the region/Country/Place and the significance of particular animals and natural species
- identifying, naming and describing significant sites, landforms and other features of Country/Place through which a travelling story passes
- identifying and discussing key messages expressed in stories, song, dance and visual design
- reading contemporary texts and recreating elements in new imaginative ways, using oral language, visual design, dance, digital technologies and performance



Create and present shared stories, songs and performances using familiar words and expressions that allow for exploration and enjoyment of language

[Key concepts: story, performance; Key processes: creating, narrating, retelling, singing, dancing, drawing, performing, shake-a-leg; Key text types: songs, raps, dances, stories, paintings and visual design, performance]

(ACLFWC007)



- making a shared Big Book or digital text based on an event, experience or selected characters or elements of favourite texts, using drawing, labelling, captioning and describing
 - creating own stories by sequencing a series of pictures and adding captions or commentary, or by creating a storyboard with labels
 - re-enacting or retelling simple stories, episodes or interactions with props, actions and gestures
 - creating new versions of contemporary songs and raps, substituting words and phrases such as animal names, places, geographical features, changing settings and adding characters, incorporating non-verbal forms of support such as clapping, gestures and facial expressions
 - creating new dance sequences, paintings and visual designs to tell a story, incorporating elements of traditional design
-

Translating	Elaborations
<p>Translate words and expressions used in everyday contexts and situations, from the language into other known languages and vice versa</p> <p>[Key concepts: similarity, difference, gesture, sign language; Key processes: noticing, translating, explaining]</p> <p>(ACLFWC008)</p> 	<ul style="list-style-type: none"> translating common words, expressions and gestures used in everyday contexts and situations from the language into other known languages and vice versa, using classroom resources such as word banks, wall charts, visual dictionaries, word lists and pictures playing matching-pair games using words and phrases used in everyday conversations in the language and in other languages showing others how different signs and hand talk are used if applicable and explaining basic signs for things from the natural environment, for example, water, animals explaining symbols and their meanings to others recognising that every language has its own words, sounds and gestures that it uses to make meaning
<p>Create simple print, oral, digital bilingual/multilingual texts, such as songs, wall charts, labels for the classroom, class rules, timetables</p> <p>[Key concepts: meaning, code, bilingualism; Key processes: creating, matching, captioning, sequencing]</p> <p>(ACLFWC009)</p> 	<ul style="list-style-type: none"> creating bilingual/multilingual word lists, wall charts, picture dictionaries, using vocabulary encountered in texts such as school signs and notices, songs and storybooks creating simple bilingual texts, for example, school/classroom signs, school/classroom rules, timetables, charts, labels for objects used in the classroom and in the community creating sets of matching bilingual word cards creating and performing short bilingual/multilingual chants, songs, raps that move between the language and other known languages performing simple presentations for the school community that involve elements from both the language and other known languages, such as a contribution to an assembly or a performance for the wider community writing bilingual/multilingual captions for a photographic display about a class event or experience, such as sports day, caring for the school environment, reading night
Identity	Elaborations

Learn about and understand the concepts of kin, social groupings and relationships, and how these are connected to the natural environment

[Key concepts: identity, relationship, kinship, family terms;

Key processes: identifying, categorising, representing, explaining, creating]

(ACLFWC010)



- creating poster/kinship chart/tree depicting own family and labelling with appropriate kinship terms for immediate and extended family members
- using sign language for kinship terms and immediate families (if appropriate)
- identifying self as belonging to part of a family and/or social group, such as a footy group, representing relationships through drawing pictures, adding captions to photos or creating digital presentations
- identifying skin names of self and immediate family members
- recognising their own clans and other sub-groupings and the symbolic representation of these, for example, totems and personal relationships with plant/ animal species and Country/Place
- talking about family names, given name/s, skin names and moiety as appropriate, for example, maternal versus paternal grandparents, presence or absence of birth order names, and other ways of referring to people
- categorising names of students in the class into clans, moieties and other sub-groupings, and where appropriate their affiliations with the natural environment, for example, salt versus fresh water, north versus south wind
- learning from Elders appropriate ways of interacting with others and behaving according to kin and other social groupings
- identifying elements of their behaviours or relationships that mark their individual or community identity
- inviting grandparents from different family groups to come and talk about family
- identifying relationships and connections between themselves and other students in the group, considering the nature of groups and sub-groups within the school and larger community
- creating family history/life stories, identifying values and practices that keep families strong, such as working together

Identify with Country/Place and understand connections between Country/Place and individuals and groups

[Key concepts: Country/Place, kinship, social groups, identity, connections; Key processes: identifying, naming]

(ACLFWC011)



- identifying which Country/Place belongs to their mother's side and which to their father's side
 - identifying and naming features of Country/Place that belong to their own family and kinship groups, using drawings, photos or presentations to explain to others
 - using appropriate language and behaviour when approaching particular sites of significance and other elements of Country/Place, for example, whispering, silences, making one's approach known
 - acknowledging that their first language is a birthright which establishes their identity with respect to their Country/Place and its traditions
-

Identify their own songs, stories, dances and designs and their links to kinship systems

[Key concepts: identity, kinship, History, story; Key processes: identifying, describing, talking about]

(ACLFWC012)



- identifying, listening to and talking about stories, songs and dances from their own traditional Country/Place and sub-groupings
- describing body markings, designs and paintings relevant to their own identity
- talking about how people are linked to song, story, dance and design through kinship systems
- describing how story links plants, animals, people and protocols for visiting country

Reflecting

Notice how using the language and other known languages, including English, involve some different ways of communicating and behaving

[Key concepts: language, culture, context, similarity, difference, respect; Key processes: noticing, describing, comparing, responding]

(ACLFWC013)



Elaborations

- noticing which languages they use in which contexts, for example, at home, when playing with friends, when talking with grandparents, at school when talking to teachers, at the community store, during visits to specific places on Country/Place
- describing how it feels to use the language in the classroom compared to using it at home or in the community
- developing language for talking about language and culture, for example, using terms such as 'difference', 'Country', 'behaviour', 'two ways', and considering questions such as 'Why is ... like this?' and 'Why do people....?'
- considering how they communicate with different friends and family members who speak different languages

Understanding

Systems of language

Elaborations

Use and recognise the sounds, intonation and rhythms in the spoken language and learn how sounds and words relate to written language

[Key concepts: sound system, writing system, sound–symbol correspondence, conventions; Key processes: listening, recognising, reading aloud]

(ACLFWU014)



- recognising the sounds and syllables of familiar spoken words
 - learning with the visual support of writing how speech sounds join to form syllables, morphemes and complete words and phrases
 - learning that the writing system represent sounds and meanings, associating individual sounds or a range of sounds with particular letters and combinations of letters
 - recognising the letters of the alphabet and knowing that there are lower and upper-case letters and that letters are arranged from left to right
 - noticing that different languages may share similar speech sounds
 - using knowledge of sound–symbol correspondences to isolate and read syllables, morphemes and familiar words
 - recognising high-frequency sight words and morphemes
 - recognising special alphabetic conventions, for example, digraphs representing a single sound, diacritics that alter the regular value of a letter
 - using morphemes and syllabification to break up simple words and using visual memory to write more complex or less familiar words
 - checking for inclusion of relevant punctuation, including capital letters for sentence beginnings, full stops, question marks and exclamation marks
 - learning that written text in the language has conventions relating to words, spaces between words, layout on the page
 - using known words in writing and spelling new or less familiar words using developing visual and morphemic knowledge
 - reading texts aloud showing knowledge of sound–symbol relationships
-

Understand and use a developing vocabulary including topical and classificatory language, recognising the function of different word types in the language

[Key concepts: word function, word order, patterns, rules; Key processes: identifying, recognising, noticing patterns, observing]

(ACLFWU015)



- understand and use vocabulary relating to familiar and unfamiliar topics, including synonyms and older words that might not currently be used so often
- understanding that words have different functions, for example, words for things, words for actions
- identifying common word classes, for example, *noun*, *verb*, using available terminology from the language as appropriate
- recognising that sentences are key units for expressing ideas
- recognising common prefixes and suffixes in the language and how they change a word's function
- learning new words for everyday contexts and for a growing number of school and community contexts
- recognising that the language may have words in common with nearby languages
- observing some words in the language that are not found in English and vice versa

Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages

[Key concepts: communication, narrative; Key processes: recognising, identifying, comparing]

(ACLFWU016)



- understanding that there are different ways of telling a story, such as Elders yarning, through song, dance and music and associated visual design and spectacle, and through painting (body, bark, rock, sand)
- recognising that communication also occurs through sign language
- understanding that texts have a purpose, for example, traditional stories, including hunting and travelling stories, paintings, songs and dances
- understanding Country/Place as a text
- identifying some features of narratives, for example, they are usually about journeys across Country/Place, involving landforms, people, animals and plants
- recognising that writing, like speech, is rule-bound and involves following the conventions of different types of text
- noticing how texts such as storybooks are sequenced and organised, for example, by identifying the main title and connections between pictures and written text
- understanding that texts can take many forms; that they can be very short, for example, a sign, or quite long, for example, a story, song or multimodal presentation
- recognising that written texts are made up of words, groups of words and illustrations or images that together make meaning

Language variation and change

Elaborations

Recognise that different words and language forms are used to address and communicate with people according to relationship and situation

[Key concepts: kinship, context; Key processes: noticing, recognising, comparing]

(ACLFWU017)



- noticing that different forms of address and kinship terms are used depending on the relationship between participants
- recognising that the way a person is related to another affects how he or she speaks and behaves with that person, as in the case of mother-in-law talk or avoidance relationships, such as poison cousins
- recognising that ways of speaking vary according to context and situation, for example, language used when interacting with peers during playground games is different to that used with the teaching team in school
- recognising that language used in particular interactions can vary between cultural contexts, for example, the different use of kin categories in the language
- learning to use a different tone and style of language with different people
- recognising that there may be different languages spoken in the community which can be distinguished by listening carefully

Recognise that languages borrow words from each other

[Key concepts: relatedness, word-borrowing; Key processes: identifying, recognising, comparing]

(ACLFWU018)



- recognising words in the language that are borrowed from English
- recognising that some words in the language have come from other Indigenous languages
- noticing that some words used in Australian English have come from Aboriginal or Torres Strait Islander languages, for example, 'billabong', 'dingo', 'kangaroo'

Language awareness

Elaborations

Recognise that their language is part of broader regional and national language diversity

[Key concepts: linguistic diversity, language shift; Key processes: identifying, recognising]

(ACLFWU019)



- identifying regions, places and communities where the language is spoken
- mapping the different languages spoken in the class to create a language map or wall chart
- identifying immediate neighbours and the languages they speak, recognising shared vocabulary across groups of neighbouring languages
- recognising that there are many different Aboriginal and Torres Strait Islander languages in Australia, for example, by viewing Language maps of the region, the state and the whole of Australia
- recognising the ecological regions of the Aboriginal and Torres Strait Islander languages, for example, desert, coastal, rain forest, sub-alpine, riverine and seas
- recognising that some Indigenous languages in Australia are strong, while others are endangered or in the process of being revived or reclaimed

Understand that language belongs to communities, and that language learning requires respectful and appropriate behaviour

[Key concepts: ownership, belonging, respect; Key processes: demonstrating, applying]

(ACLFWU020)



- understanding that each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are the language owners or custodians
- demonstrating and applying respectful and appropriate behaviours, including appropriate language forms, in the presence of visiting Elders/community members

Role of language and culture

Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them

[Key concepts: Country/Place, Language, Culture, symbol; Key processes: noticing, recognising, questioning, making connections]

(ACLFWU021)



Elaborations

- exploring culture as an essential part of human life, understanding that it is shared and passed on between generations; that it includes observables such as ways of cooking and ways of greeting, symbols such as flags and colours, and unobservable elements such as beliefs and values, ways people think about themselves and others and relationship with the environment
- recognising that beliefs and behaviours are woven into languages and cannot be separated from them
- noticing how respect for Elders and Country/Place is built into the language
- recognising significant symbols and features in the language and culture, for example, in song, visual design, dance moves
- recognising that languages encapsulate values held about land and Country/Place, for example, caring for Country/Place
- noticing how gestures and body language differ between cultures, for example, in relation to the use or avoidance of eye contact
- noticing similarities and differences in language that relate to culture, such as the names of foods and animals particular to the climate and environment, and in cultural practices, such as the sharing involved in extended families, special times, story-telling and yarning
- noticing that using the language and using English involve different ways of communicating, and considering what this reveals about cultural values or traditions

Role of language building

Elaborations

Recognise how Aboriginal and Torres Strait Islander languages are transmitted from generation to generation
[Key concepts: oral transmission, language maintenance and development; Key processes: noticing, recognising, considering, valuing]

(ACLFWU022)



- recognising that Aboriginal and Torres Strait Islander languages have been maintained through an oral rather than a written tradition
- recognising that Aboriginal and Torres Strait Islander languages have been maintained and passed down through generations by means of storytelling, performances, songs and viewing Country/Place as text
- recognising that language speakers are the most important primary source of language knowledge
- considering why learning an Aboriginal and/or Torres Strait Islander language at school is important in maintaining and strengthening language use

Framework for Aboriginal Languages and Torres Strait Islander Languages

Foundation to Year 2 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages First Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L1 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.

By the end of Year 2, students interact with the teaching team, Elders, community members and each other to share information about family, friends, community activities and events. They use appropriate ways of talking, including terms of respect, forms of address and sign language. They participate in routine classroom exchanges and collaborative activities, such as pair, group and class discussions, asking and responding to questions and taking turns. They make relevant suggestions during class writing activities when the teacher is acting as a scribe. They identify key information about Country/Place under the guidance of Elders and community members and demonstrate this understanding by describing habitats, plants, animals and seasonal changes, by classifying plants, animals and natural objects into categories, and by naming and describing key social and cultural events. They respond to texts such as stories, songlines, dance and visual art through singing, dancing, drawing, action and movement, demonstrating understanding by identifying and describing characters, sequencing events, and retelling parts of the story. Students use familiar words and expressions to create and present shared stories, songs and performances, drawing on their own experiences and knowledge and providing details about characters or events. They make short presentations consisting of a few connected sentences on familiar and learned topics. They read aloud short shared texts with familiar vocabulary, high-frequency sight words and supportive images. They use knowledge of sounds and letters, high-frequency words, sentence boundary punctuation and directionality to help them make meaning when reading. Students use family terms and skin names for immediate family members as appropriate and demonstrate appropriate ways of interacting and behaving according to kinship structures and social groupings. They demonstrate understanding of connections between Country/Place and individuals and groups by identifying and naming features of Country/Place that belong to their own family and kinship groups. They identify their own links/cultural affiliations, for example, to stories, totems, dances and designs.

Students link most sounds of the language to written symbols and conventions. They use knowledge of sound–symbol relationships to read and recognise high-frequency words and use simple metalanguage to describe basic elements of language forms and structures. They recognise that messages in Aboriginal and Torres Strait Islander languages can be communicated in a number of ways, such as Elders' story-telling or through song, dance, visual design and signing. Students know that different words and language forms are used to address and communicate with people according to relationship and situation. They recognise that there are many different languages spoken in their class, community and region. They describe how the language has been passed down from one generation to the next, and recognise that language use reflects where and how they live and what is important to them.

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 3 to 6

The nature of the learner, the pathway and particular language

Languages studied in the First Language Learner Pathway (L1) are typically used in spoken form as the language of everyday communication by whole communities across all generations.

Typically, but not exclusively, L1 programs will occur on Country/Place and will have constant involvement from a variety of speakers from the community. A key expectation in the L1 pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.

Learners are typically Aboriginal or Torres Strait Islander children who have learnt the language from their families as a first language and continue to use it naturally at home and play. Students may have varying skills in other languages, including varieties of English.

The curriculum content and achievement standards in the First Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a first language. The curriculum content and achievement standards will need to be adapted when developing language-specific curricula, and will need to be modified for programs occurring off-Country.

Learners at this level are expanding their social networks, experiences and communicative repertoire in the language. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning. The curriculum ensures that learning experiences and activities are flexible enough to cater for learner variables while being appropriate for learners' general cognitive and social levels.

Language learning and use

Students interact with peers, the teaching team, Elders and community members in a variety of learning experiences and activities. They continue to build vocabulary that relates to a wider range of domains, such as curriculum areas that involve some specialised language use.

Students engage in a range of listening activities and build oral proficiency through responding to rich language input and opportunities to engage in meaningful communicative activities. They follow instructions, exchange information and express ideas and feelings related to their immediate environment and personal worlds. They participate in shared tasks, performance and play.

Students' development of written literacy progresses from supported comprehension and use of high-frequency and personally significant sight words to more elaborated simple texts which take account of context, purpose and audience. The development of reading skills and textual knowledge is supported through interaction with a range of spoken, written, visual and multimodal texts, including sign language as appropriate.

At upper primary level, learners use the language for a widening range of purposes: collaborating, creating, performing and responding to resources and experiences. They have greater control of vocabulary and grammatical resources and use an increasingly sophisticated range of non-verbal strategies to support communication. Shared learning activities develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation.

Oracy development includes listening to a range of varied language input from different sources and building more elaborated conversational and interactional skills. These include initiating and sustaining conversations, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information, structuring and resourcing presentation of content, and selecting appropriate language to engage a particular audience.

At this level, there is focused attention on language structures and systems. Learners draw on more established grammatical and lexical resources to compose and comprehend more complex language. With support they build increasing cohesion and complexity into their writing in terms of both content and expression. They use ICT to support their learning in more independent and intentional ways and make comparisons between the language they are learning and other languages they speak or are learning, including English.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team. Additional enrichment and authentication of learning experience is provided through interactions with Elders and other speakers living in the community. Interacting with Country/Place and exploring the environment with Elders and other community members is essential to learning at all stages. Students may also have access to community facilities and functions, such as the health clinic, art centre, coast patrol, local interpretative centre, and the office of the park ranger or land council.

Elders and community members may teach about cultural elements of language and communication, such as gender-differentiated roles, working separately with male and female students when appropriate.

Students may have some access to speakers of the language or related languages in other communities and regions through digital technologies.

Texts and resources

Country/Place and the community are the most important resources for learning the language. They are the origin of most of the texts and communicative situations students engage with.

Learners interact with a growing range of spoken, visual, written and digital texts, including photographs, maps, oral histories, community texts such as posters from health clinics, community notices, land-care programs, songs, raps, dances, stories, painting and visual design, music, video clips and films.

Level of support

While learners work more independently at this level, ongoing support is incorporated into task activity and the process of learning is supported by systematic feedback and review. Form-focused activities build student's grammatical knowledge and support the development of accuracy and control in written language. Opportunities to use this knowledge in meaningful activities build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete learning activities; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection. Discussion supports learning and develops children's conceptual frame for talking about systems of language and culture.

While learners are becoming more autonomous and independent at the upper primary years, ongoing support is still needed, including explicit instruction, structured modelling and scaffolding, and provision of appropriate stimulus materials and timely feedback. Learning experiences incorporate implicit form-focused language learning activities and examples of texts and tasks.

The role of languages

The language of study is the principal medium of instruction in First Language Learner Pathway classrooms. Other known languages play a complementary role, for example, used when translating, creating bilingual/multilingual texts or comparing and contrasting writing systems, language structures and language features and use.

Years 3 to 6 Content Descriptions

Communicating

Socialising	Elaborations
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Interact with others, sharing and comparing experiences, personal perspectives and points of view on topics related to immediate environment and personal world

[Key concepts, family, community, relationships, interaction protocols, experience, health and well-being, personal and cultural safety; Key processes: sharing, participating, recounting, discussing]

(ACLFWC023)



- using appropriate ways of talking and interacting in different social situations or with different social groups, including talking to people from different areas/Countries/Places or to people in positions of authority, senior people
 - recounting and sharing stories of personal experiences, journeys or discoveries, for example, hunting, tracking, navigating, road trips, trips to town, football matches, significant milestones, social and cultural activities and celebrations
 - participating in class, group and paired discussions about shared experiences and topics of interest, learning how to listen to others, to compare experiences, contribute ideas and provide feedback, noticing and talking about how the same event can be presented from different perspectives
 - sharing and explaining personal opinions and attitudes about school, entertainment, sporting and leisure activities
 - identifying and discussing behaviours, practices, facilities and events that contribute to their own physical and spiritual health and well-being and that of the class, school and community, for example, identifying how important people in their life influence them to act or behave in healthy, safe and culturally appropriate ways
 - discussing and evaluating protective behaviours to stay safe in different situations, including near water or roads, in the bush or when a person or situation makes them feel uncomfortable or unsafe
 - identifying and discussing traditional ways of preventing sickness and staying healthy
 - discussing shared values that they see as being important to family, school and community, for example, reciprocating, respect, care for the land/sea/water and community
 - persuading others in the class to consider a particular point of view or action
 - engaging in conversations and discussions with guest speakers, using culturally appropriate interaction protocols such as active listening behaviours, asking questions and offering opinions and ideas
 - sharing and explaining opinions about issues of shared interest, for example, parental, school and community expectations, peer pressure and intergenerational perspectives, identifying possible points of agreement or tension
 - engaging in online discussions with other young language learners to exchange information about cultural practices, experiences and shared interests, for example, leisure activities, community life, music and sport
 - recognising listener and speaker roles and the role of assumed and shared knowledge in everyday communication
-

Plan and participate in collaborative activities and events, negotiating and performing different roles and responsibilities that are appropriate to local cultural traditions

[Key concepts: collaboration, experience, shared decision making; Key processes: making arrangements, designing, making, planning, suggesting, negotiating]

(ACLFWC024)



- participating with Elders/community members in local cultural traditions and activities, such as, tracking, hunting, gathering and preparing food, looking for schools of fish, searching for honey ants, digging soakages, using hand signs as appropriate
 - following instructions from Elders, for example, cooking bush tucker, making different traditional tools, weaving baskets, collecting beans or shells to make necklaces, making bush shampoo, recording, remembering and explaining the processes to younger students
 - collecting resources used for cultural practices in the bush under supervision of Elders, for example, oil, greases, ochre, feathers
 - planning and negotiating roles for a class event, such as a cook-up, class display or performance, making a short video or presenting a school-assembly item, planning and conducting an interview with a special class guest
 - working together on collaborative tasks that involve negotiation and shared decision-making about content and design, for example, designing posters or menus for special events, designing a class garden, creating picture books for 'buddy' classes
 - working together to design posters or web pages to promote a school or community event
 - conducting, recording and presenting observations and findings of collaborative science experiments, for example, monitoring the movement of cane toads
 - working with visual, print and digital modes of expression to create texts such as invitations to/programs for a class performance or event, for example, a reading night
 - collaborating to design an item such as a language flag, artefact or logo that incorporates elements of importance to the language community
-

Participate in classroom interactions that involve some changes to ways of communicating at school and the development of learning related language and interaction patterns

[Key concepts: interaction patterns, cooperation, domains of language use, agreement/disagreement, reflection; Key processes: working together, contributing, enquiring, building language, monitoring, clarifying, acknowledging, explaining]

(ACLFWC025)



- discussing differences between ways that they are expected to listen and speak in class and ways they do so in home and community
- identifying particular domains of language use, words and expressions used at school which may be unfamiliar, such as terms related to particular content areas or interactions between teachers and students
- taking on different roles in group and pair work, for example, being leader, recorder, time monitor, or reporting back to the larger group or providing feedback to others about their roles
- using sign language for interactions in the classroom as appropriate
- formulating different types of questions to ask a class visitor, such as open and closed questions and *when*, *why* and *how* questions
- building the language of classroom interaction, for example, by asking relevant questions, prompting and checking individual and group understanding, using descriptive and expressive language when recounting experiences
- developing language that supports planning of learning tasks and activities, organising resources, monitoring and recording learning experiences, such as clarifying and explaining, giving opinions, justifying, reporting results of group discussions
- acknowledging others' ideas and opinions and indicating agreement or disagreement in non-judgemental ways
- developing language to evaluate and reflect on their own learning, for example, describing how they feel when they are learning a new skill, strategies they use to persevere until they are successful, identifying ways they use their strengths to help themselves and others

Informing

Elaborations

Gather, organise and compare information from a range of sources relating to Country/Place, community and past and present ways of living

[Key concepts: past and present, natural environment, caring for Country/Place, social and cultural events, health and well-being; Key processes: enquiring, investigating, comparing, describing, tracking, mapping, measuring, charting, explaining, analysing]

(ACLFWC026)



- listening to stories of the past from Elders and community members, for example, accounts of where they grew up, what they did, their way of life, where they visited, how they communicated, practices such as the use of smoke in healing and purification, funeral practices, what values were important, how knowledge was transmitted; making comparisons with their own experience and contemporary life and discussing how daily lives have changed
- comparing traditional and contemporary roles in the community, for example, those of store keeper, nurse, teacher, park ranger, traditional healer and people responsible for Law, song and dance
- examining and analysing a range of sources, such as photographs, maps and oral histories, to collect information about people, places and events in their community's past and present to develop an annotated timeline or other visual representation of significant changes to community life, for example, contact history, modifications to water supply, establishment of the community store, clinic and school, introduction of currency, changing community and school policies with respect to language learning
- comparing photographs that reflect changes from the past to the present in a specific environment or location, identifying elements of both change and continuity
- creating charts, pictorial stories, maps, digital and oral presentations to represent and to explain elements of past times
- describing the seasons, identifying and recording indicators of seasonal and weather changes, for example, behaviour of animals, reptiles, birds, insects, plants; changes in wind direction, charting different forms of plants during the seasons, such as flowering, fruiting, shedding of bark, night sky and star formations; developing their own (class) seasonal calendar
- measuring daily meteorological data, for example, temperature, humidity build up, rainfall, wind direction, sun intensity, times of tides, and constructing charts, column and picture graphs to record gathered information
- investigating and describing how seasons and weather and availability of natural water sources affect people's lives and practices
- researching information about practices that care for Country/Place, for example, waterhole management and protection, fire management, species management
- observing and reading signs of Country/Place, such as the presence of bees, changing colours of bark, different tracks, tides, seaweed dumps, burnt ground, regeneration of vegetation, special (warning) calls of birds, ripening of fruit, changes in the night sky
- using appropriate cultural categories to classify different types of plants and parts of plants and their uses, for example, what different parts of plants are used for, which parts/plants are poisonous, presenting findings in chart, poster, table, graphic or digital form

- undertaking plant and animal surveys, for example, by recording details of plants that grow at school, in the community, on the side of the road, in the bush, of animals found in communities, on the roads, in the uplands, and of their habitats
- observing and presenting information through photos, captions and commentary on how different bush foods grow in different ways, for example, underground, on a vine or on a bush
- investigating with Elders some common bush medicines, talking about how they are used for different purposes, recording details through photos, pictures, diagrams, captions, descriptions and commentary
- making and recording observations of how living things such as insects, frogs or plants develop through their life cycles, recognising the effect on these cycles of different environmental factors
- mapping Country/Place in various forms, for example, on paper, in sand or mud, labelling key topographical features and infrastructure, key community facilities, indicating distances and describing Country/Place from a birds-eye view
- creating a calendar of key social and cultural events and activities in the community, for example, important celebrations, football matches, dog vaccinations, cattle mustering, annual school dances
- visiting the arts centre and learning how to make and decorate artefacts and make paint
- investigating the languages used and roles played by people in different community contexts, such as the store manager, administrator, arts coordinator, health worker, ranger, traditional healer, tour guide, mechanic, interpreter, Law person, cattle ringer
- surveying peers and community members on various topics, for example, favourite television programs, football teams, sports or bands, after school activities/time spent in those activities, languages spoken; presenting results in chart, graph or digital format
- conducting face-to-face or online interviews or surveys with peers, family members or community contacts to compare accounts of similar experiences
- naming and explaining inside and outside body parts, for example, stomach, blood, bone
- reading/viewing/ listening and obtaining information from community texts such as posters from health clinics, school magazines or community notices
- comparing and surveying healthy ways of eating, identifying what is available from the community store and which healthy foods they like to eat
- extracting key points from a range of spoken, written or digital texts such as posters, charts or brochures on topics such as health, well-being and cultural safety, and discussing key messages
- keeping a diary of food consumption over a week,

classifying types of food consumed, analysing how much bush food is in their daily diet

- visiting the health clinic to gather information about services the clinic provides and general health issues

Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines, narratives, descriptions and procedures

[Key concepts: Country/Place, community life, identities; Key processes: creating, editing, presenting, profiling, sequencing]

(ACLFWC027)



- collecting information about each other's likes, dislikes or interests to create a class profile, chart or database, using checklists, surveys or question cues
- creating a class book or digital display about topics they have been studying in their language classes and/or other curriculum areas
- writing narratives about their community's past and present based on researched facts, characters and events
- creating and editing a presentation that includes text, images and sounds to record and explain aspects of life in their school, community, region
- constructing a multimedia profile of their school and community
- recounting an event, an experience or a journey, for example, a hunting trip, providing details such as how they travelled, who was with them, what animals they tracked and sighted, who cooked the animal
- writing procedural texts, for example, to explain how to prepare and cook bush tucker, how to make tools, how to decorate artefacts, how to play a favourite computer game, sport or playground game
- creating profiles to present to the class of significant people, for example, favourite sports personalities, music groups, celebrities, community leader/negotiator/spokesperson
- introducing a guest speaker or visitor to the class, providing information on their background, purpose of visit, achievements
- collaboratively planning, rehearsing and delivering short presentations, providing key details in chronological sequence
- creating texts such as flyers, posters or posts on the school website to advertise an upcoming event
- describing milestones or significant events in their lives that have shaped their identity, for example, by creating timelines or visual representations

Creating

Elaborations

Listen to, read and view a variety of texts, describing and discussing key elements, ideas, characters, events and messages, making connections with own life and experiences
[Key concepts: visual design, representation, journey; Key processes: participating, describing, predicting, recalling, responding, listening, shared/guided reading; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips]

(ACLFWC028)



- participating in and responding to shared and guided reading of traditional and contemporary texts, for example, by retelling or re-enacting the story to others in spoken, written, or multimodal form, by creating a timeline of events or a profile of a favourite character
- creating digital profiles of characters they enjoy in texts, providing physical and character descriptions and examples of their ways of communicating and behaving
- conveying understanding of plot and sequence in texts, for example, by re-creating a sequence using a storyboard, labelling key events or creating a timeline with supporting commentary
- describing and discussing characters, main ideas, events and settings of different texts and exploring how language is used to present these features in different ways
- participating in shared and guided reading of texts, making predictions about the development or flow of ideas, using contextual and visual cues and responding to questions about characters, ideas and events, sharing and comparing reactions and responses
- listening to Elders/community speakers telling stories and singing songs, interpreting signs and gestures, talking about key messages and using correct protocols to ask clarifying questions; understanding the significance and role of storytelling and singing in traditional and contemporary times
- making connections between their own lives and experiences (as members of families and communities) and the events represented in traditional stories
- recognising that there are different ways of telling a story, for example, through dance and paintings, and discussing the uniqueness of symbols, colours, stories and feelings represented and reflected in dances and paintings from different regions of Country/Place
- interpreting and explaining artistic traditions and visual design, for example, paintings, etchings, rock art, etching or dance, interpreting messages conveyed through these forms
- discussing key messages, social values and traditional Histories expressed in stories, songs and dance in oral, print and digital formats
- responding to a creative contemporary text by manipulating the original to create a new version, for example, re-sequencing events, adding a new element, changing location or character, or creating an alternative ending
- understanding and discussing the importance of story and informal yarning and their role in transmitting language, culture and traditional knowledge
- retelling stories to feature different places, species or social groups
- composing a review of a song, story, cartoon, IndigiTUBE clip or television program, providing positive and negative critique, using modelled language and textual features

- participating in shared reading experiences, self-correcting when the reading does not make sense, using pictures, context, meaning, phonics and grammatical knowledge to help comprehension

Create, present and perform expressive and imaginative texts that involve different modes of presentation, such as stories, dance, skits or video clips, based on a stimulus concept, theme or resource

[Key concepts: imagination, entertainment; Key processes: imagining, creating, experimenting, performing, storytelling; Key text types: raps, songs, dances, performances, digital texts, video clips, skits, paintings and visual design]

(ACLFWC029)



- creating and performing imaginative texts such as stories, songs, raps and skits based on a stimulus concept, theme or resource, and incorporating elements of humour to entertain others
- experimenting with different ways of telling stories, using a range of different texts and modes of presentation, for example, oral texts, photo stories, e-books, dance, visual design or digital texts, incorporating cultural elements, symbols and conventions as appropriate
- creating imaginary characters, places or animals and presenting them through performance, digital display or visual representation
- creating and presenting real or imaginative texts, incorporating humorous and expressive language to entertain younger audiences, for example, audio Big Books, puppet plays, cartoons, short video clips or voki animations, selecting language and images that enrich the visual or listening experience
- telling the story of a real or imagined journey involving a variety of characters, places and events
- reading a storyboard and retelling the information in their own words
- composing dialogues between real/imagined characters in challenging or amusing situations, using expressions and behaviours that convey emotion or humour
- creating a video clip to launch a real or imagined product designed to appeal to their peer group

Translating

Elaborations

Translate short texts from the language into other known languages and vice versa, including the register of sign language, noticing words or expressions that are not easy to translate and identifying elements which require explanation rather than literal translation

[Key concepts: equivalence, meaning, culture-specific concepts; Key processes: identifying, translating, transcribing, predicting, deducing, selecting, comparing, explaining]

(ACLFWC030)



- translating a range of familiar texts, for example, information from the health clinic, songs, reports, recounts, using visual and print dictionaries, word lists and pictures
 - transcribing short, simple spoken texts, such as instructions or procedures, for example, making a coolamon or fishtrap, digging for honey ants, identifying words and phrases that have more than one literal meaning
 - showing others how different signs and hand talk are used and explaining their meaning and symbolism
 - explaining visual design and performances to others, including the use of symbolism
 - translating texts such as songs and stories, identifying culture-specific concepts and expressions that do not easily translate into English, for example, language related to artefacts, landforms, traditional foods, kinship terms of address, name substitutes
 - identifying and explaining concepts, practices and expressions in the language which do not easily translate into English, and vice versa for example, the number system, time, terms for colour, daily and seasonal cycles, kinship terms, environmental sounds and elements such as noises made by different birds
 - translating and matching words to describe family and relationships in the language and English, finding examples of words that have no English equivalents
 - identifying and working out the meaning of unfamiliar English words and expressions used in other curriculum areas, including technical language, and discussing how they would explain their meaning in the language, for example, paper, bunsen burners, safe houses, GPS, photocopying, clicking and dragging
 - identifying and discussing contexts in their community where translators and interpreters are required
 - demonstrating and explaining to others elements of non-verbal communication in the language that require interpretation, such as hand talk, sign language, facial expressions, eye contact, lip pointing
-

Create bilingual/multilingual texts for the classroom and the school community, such as records of excursions and shared learning experiences, songs, photo stories, posters, brochures, maps

[Key concepts: bilingualism, expression; Key processes: creating, performing, describing, code-mixing]

(ACLFWC031)



- creating bilingual/multilingual signs, posters, notices and labels to be displayed in the classroom and around the school
- creating a bilingual/multilingual brochure about their community for a visitor, including a map of key features, protocols, cultural information
- creating bilingual/multilingual texts such as cartoons, songs, photostories, reflecting on how different meanings are communicated in different languages for different audiences
- creating bilingual/multilingual texts to promote school or community events, such as, invitations, brochures, digital presentations, posters, maps, newsletter items
- creating bilingual/multilingual resources for 'buddy classes', for example, stories, animations, games
- creating bilingual/multilingual captions and commentaries for a school display, for example, an art display

Identity	Elaborations
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Describe kinship relations as a system and explain its role in determining social behaviour

[Key concepts: identity, relationship, kinship, family terms, social groupings/sub-groupings, story, behaviour, ways of talking; Key processes: investigating, explaining, describing, categorising]

(ACLFWC032)



- working with Elders to map community-wide links between families according to traditional kinship systems, for example, skin, clan, moieties, other social groupings
- explaining how moieties, skin groups or other social groupings form patterns through the generations
- investigating and explaining appropriate behaviours for different relationships, such as friends, boyfriends/girlfriends, right skin marriage partners and in-laws
- identifying and categorising personal and family names, for example, names affiliated with the land, sea/water or sky, names belonging to a moiety or other social groupings
- investigating and discussing the meanings of personal and family names and of other ways of referring to people
- designing visual representations, such as concept maps, posters, slide presentations with captions, to identify and explain group memberships, for example, friendship, family, sporting, interest and community groups, discussing what such memberships mean to their sense of identity
- using appropriate behaviours and ways of talking in specific kinship relationships, for example, using avoidance language, name substitution, respecting name/word taboos, averting gaze
- talking about ways their community expresses elements of identity, for example, behaviours associated with sporting teams, coastal versus inland communities, community events
- considering the role identity plays in contributing to individual, peer group and community health and well-being
- identifying markers of identity that may be important across other cultures, for example, elements of language or behaviours associated with family, community, location, age or gender

Interact with Country/Place, for example, by discussing roles within the family, ownership, custodial and totemic affiliations, and links between History, social groups and natural species

[Key concepts: Country/Place, identity, significance, family, Dreaming/History, totemic affiliation, role connections; Key processes: identifying, naming, describing]

(ACLFWC033)



- identifying and naming traditional Country/Place of parents and grandparents
- naming and describing features of Country/Place that belong to different family and kinship groups
- recognising that certain places have special significance to certain social groups and represent special bonds between people, place and story
- learning from Elders about their own developing roles and responsibilities with respect to caring for Country/Place
- identifying the traditional owners and managers of tracts of Country/Place and their roles in respect to Country/Place

Describe and explain behaviour, rights and responsibilities in relation to the kinship ownership of songs, stories, dances and designs

[Key concepts: identity, rights, responsibilities, ownership, behaviour; Key processes: describing, explaining, discussing]

(ACLFWC034)



- identifying and explaining how art forms, such as body paintings, designs, paintings, funeral poles, songs and dances, identify people and places
- explaining how different family members have different responsibilities in the performance of ceremonies, traditional performances and other social and cultural events
- explaining how ceremonial body designs, songs, dances and paintings are determined by family, skin, other sub-groups and story
- identifying and explaining the significance of stories that belong to particular social groups and of natural features, including animals and natural species
- understanding that ownership of songs, stories, dances and designs is determined by traditional kinship and other social groupings, place, History and story
- listening to Elders' traditional stories, making links between people, stories, songs of Country/Place and the social importance of connections to History

Reflecting

Elaborations

Notice and describe similarities and differences in ways of using language and interacting with people when communicating in the language and in other known languages, including English

[Key concepts: language, culture, values, similarity and difference, communication, emotion; Key processes: noticing, comparing, describing, reflecting]

(ACLFWC035)



- recognising cultural differences in ways of showing attitudes or expressing feelings when using the language, English or other known languages, for example, ways of showing respect, being polite, thanking or showing sympathy
- describing how they communicate differently in the language, English or other known languages when interacting with different people, for example, with Elders, friends, parents, teachers, administrators, health professionals
- comparing how they refer in the language and in English to other people, such as younger relatives, authority figures, in-laws
- noticing how respect is shown to Elders in the community, for example, through the use of terms of address and expressions of deference, and comparing this to terms and expressions used in other languages and cultures
- reflecting on the range of gestures and other forms of non-verbal behaviour used when communicating in the language or other languages
- reflecting on situations where they switch between the language, English and other known languages, discussing why they do this, for example, when talking about different issues or topics, such as sport, food, music or social media
- reflecting on the experience of being bilingual/multilingual, identifying benefits of knowing more than one language and considering whether moving between languages affects their sense of identity or 'belonging'
- comparing observations about how interacting in the language feels different to interacting in English, identifying different ways of socialising or communicating that seem to be culture-specific

Understanding

Systems of language

Elaborations

Compare and use the patterns of speech sounds, intonation and rhythm in the language and learn the written forms of these and associated conventions

[Key concepts: sound system, writing system, intonation, rhythm, sound–symbol correspondence, punctuation, conventions, alphabetic order; Key processes: listening, recognising, comparing, reading aloud, transcribing]

(ACLFWU036)



- linking written morphemes, words and phrases with the spoken forms of the language
 - linking written devices/techniques to spoken differentiation between statements, questions, requests, exclamations, as well as to beginnings, pauses and ends
 - understanding how to use sound–symbol relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and sound changes
 - recognising that there are constraints in the ways speech sounds may be ordered to form words, for example, sounds allowed at the beginnings and ends of words, what consonants may cluster together
 - making one-to-one correspondences between speech sounds, morphemes, words, phrases and sentences and their representations in written texts
 - using knowledge of sound–symbol correspondences to read syllables and familiar words, phrases, sentences and extended texts out loud
 - identifying words from the language that have been borrowed by English, noting any difference in pronunciation that occurs as English words
 - paying attention to consistency in spelling, checking spelling using dictionaries and other standard sources
 - identifying different uses of commas in texts, including to separate clauses and items in a list
 - recognising and using alphabetic ordering as a storing and sorting device
 - noticing the role of parts of the mouth, nose and throat in the production of speech sounds
 - recognising the difference between vowels and consonants and the role of vowels in syllables
 - transcribing elements of spoken language using their knowledge of the language and its writing system
 - identifying words in the language they think would be difficult for a non-speaker to transcribe
-

Understand and describe the word formation processes in the language, including the use of prefixes and suffixes

[Key concepts: word formation, word class, grammatical person and number, negation, metalanguage; Key processes: noticing, comparing, applying, understanding, modifying meaning]

(ACLFWU037)



- increasing and developing vocabulary across domains of language use, including synonyms and different forms, giving examples of the common word classes in the language and in other known languages including English, such as examples of nouns, pronouns, verbs, adjectives, adverbs
 - describing how word classes are treated differently in the language and in other known languages, including English, for example, the use of:
 - number in nouns and pronouns (singular, dual, plural)
 - tense and mood in verbs (affixation and separate words)
 - case in nouns and adjectives and case agreement
 - order of words in sentences
 - discussing the formation of words, for example, the addition or change of a suffix or prefix to convey different meanings
 - recognising that languages from the same region may have words in common and identifying patterns in such sets of shared words
 - understanding that languages have systematic structures and are rule-bound
 - understanding that rules vary between languages, for example, in relation to word-formation, word order at phrase and sentence level
 - making comparisons and identifying patterns in and between languages, for example, free and fixed word order, tense in verbs, use of affixes versus prepositions
 - noticing similarities between particular vocabulary sets in languages from the same region, such as words for body parts
 - developing metalanguage for talking about language, for example, *noun phrases*, *word order*, *suffixes*, *prefixes*, *tense*, *transitivity*
 - identifying in which areas of vocabulary the language has many more words than English, and vice versa, explaining possible reasons for this
 - demonstrating main topical areas of vocabulary, for example, groupings of natural species, cardinal directions, kinship system, and contrast these with English vocabulary groupings
-

Understand that texts such as stories, paintings, songs and dances have a distinct purpose and particular language features, and understand and apply text conventions

[Key concepts: purpose, language features; Key processes: recognising, identifying, distinguishing, applying, linking]

(ACLFWU038)



- distinguishing the purpose of a text and its features, for example, narratives are usually about journeys across Country/Place and convey explanations of features of Country/Place, mud-maps are for conveying basic directions
- investigating the purpose and use of sign language, for example, for hunting, for recently bereaved, for communicating at a distance, for restricting who can understand the message
- applying emerging knowledge of text conventions using classroom models, for example, determining points in written versions of oral texts at which commas, full stops and paragraph breaks might be used; accommodating in written texts the repetition and parallelism that characterise oral texts
- recognising language features typically associated with familiar texts, for example, the use of imperatives in games, instructions and procedures, and the use of past tense in traditional narratives and recounts
- linking ideas using appropriate grammatical forms, for example, connectives, serialisation, embedding
- sequencing content according to text structure
- recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon
- noticing differences between spoken and written texts, for example, by comparing a written story with a spoken version of the same story
- becoming familiar with the conventions of a range of text types, for example, narratives and instructions

Language variation and change

Elaborations

Understand that speakers vary language forms and styles according to kin relationship and context

[Key concepts: kinship, respect, register, silence, taboo; Key processes: observing, examining, explaining, investigating, noticing, recognising]

(ACLFWU039)



- observing how language is used to establish, maintain and reflect kin-based relationships
- recognising and using specific ways of communicating messages that are linked with relationships, for example, indicating respect within families and extended kinship groups by avoiding direct eye contact, using indirect references and the use of silences and gestures
- investigating word taboo and reasons for its existence
- observing that verbal interactions can be more or less formal to suit the relationship between speakers, for example, relaxed, joking styles used with some kin compared to respectful, restrained language used with others
- noticing differences in the ways speakers communicate with different people, for example, with young children, with unfamiliar adults or with Elders
- reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in their language use and communicative behaviour
- recognising that older people in the community use some different words to talk about familiar things
- explaining differences in the ways language is used in different situations, for example, talking to their siblings, participating in cultural performances, talking in a big group

Recognise that languages change over time

[Key concepts: language shift, language loss, borrowing and relatedness; Key processes: identifying, recognising]

(ACLFWU040)



- identifying and discussing words in the language that have been borrowed from other languages to describe new concepts, for example, words for new things such as, technological innovations
- understanding that language and culture together continually change as a result of contact with other languages and cultures

Language awareness

Elaborations

Explore the language situation of their community and the diversity of language situations in Australia

[Key concepts: change, sign; Key processes: recognising, discussing, investigating]

(ACLFWU041)



- identifying immediate neighbours and the languages they speak, noting differences and similarities with their own language, shared vocabulary and regional variations in language structure and use
- investigating the distribution of speakers of the language across Australia, and the use of the language in the media, for example, in TV programs, films, IndigiTUBE
- understanding the current situation and status of the language and how strong it is across generations
- recognising how the language has been transmitted across generations and how it has been recorded, discussing reasons for different spellings of words within the language
- recognising that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival, and investigating the historical reasons for such variation
- investigating language revival programs, for example, processes and protocols involved, success stories and challenges, and considering what these efforts mean to the communities
- understanding that the language is among the small number of Aboriginal and Torres Strait Islander languages still spoken across all generations
- exploring how physical and biological environments affect linguistic ecology
- recognising that some words are shared across several Aboriginal and Torres Strait Islander languages, understanding why there might be differences in spelling

Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined

[Key concepts: cultural safety; Key processes: recognising, observing, discussing]

(ACLFWU042)



- understanding that there are open and closed versions of stories and ceremonies
- observing and discussing protocols surrounding the retelling and sharing of stories
- understanding that specific people as custodians of songs, stories and dances have the right to share these
- understanding that certain people have the authority to give strangers access to certain areas of Country/Place

Role of language and culture

Elaborations


Reflect on how a community's ways of using language are shaped by values and beliefs

[Key concepts: Country/Place, cultural expression, transmission, value, belief, spirituality; Key processes: observing, making connections, discussing, investigating]

(ACLFWU043)



- showing awareness that languages carry cultural ideas and values, for example, through culture-specific words, styles of addressing people, use of silence, speech prohibitions, respect, land-language associations, and non-verbal communicative behaviours
- identifying terms of address or expressions that reflect community values and traditions, for example, at ceremonies, during sorry business, when visiting other Countries, or when visiting significant sites on Country/Place
- recognising/noticing how family and community values and behaviours, such as familiarity, mutual obligation, reciprocity, deference or respect and caring for Country/Place are conveyed in the language
- recognising that the language has various social, spiritual and cultural functions in their community
- recognising that in each culture there are general rules about what to say and do, when, where, with whom, and that these rules differ from culture to culture
- comparing elements of communication, such as the role of silence or eye contact, in different cultural contexts and exchanges
- understanding that people 'read' intercultural experiences in different ways depending on their own cultural perspectives, recognising the validity of different perspectives and questioning notions of 'right' or 'wrong' ideas
- investigating how their community expresses its relationship with the natural environment through language, for example, with seasons, stars, reef, rivers, waterholes, plants and animals
- understanding that Aboriginal languages and Torres Strait Islander languages are storehouses of cultural, environmental and social knowledge
- recognising that song and song language play a central role as keeping-places of knowledge
- understanding that the language has a rich oral literature, which recounts the important journeys and events associated with totemic ancestors/important Elders, and understanding that these stories also map the land and the values of the culture
- understanding and discussing the importance of story and the role of storytelling in transmitting language and culture
- discussing the fact that concepts may be culture-specific, for example, referencing how relationships are structured, how time and quantity are expressed, how elements such as land, sea/water and sky are viewed, spatial awareness
- identifying how the language categorises things differently from English, for example, in relation to generic and specific words for plants and animals, such as 'tree' or 'kangaroo' and, considering reasons for such differences

Role of language building	Elaborations
<p>Understand ways the language and culture can be maintained and strengthened in changing contexts</p> <p>[Key concepts: language maintenance and development ; Key processes: discussing, exploring, considering, investigating, language building]</p> <p>(ACLFWU044)</p> 	<ul style="list-style-type: none"> • exploring ways that language and culture have been maintained and strengthened in their community, for example, by using the language in families and school language programs, story-telling, writing, recording, archiving material, media services, songs and music, visual design • recognising the existence of materials such as audiotapes and visual and historical documents available through community organisations and in local, state and national archives, libraries, literature production centres, language centres and bilingual schools • exploring some of the complexities and challenges involved in keeping oral traditions strong and understanding the role they can play in this process • documenting and storing texts they have created themselves in appropriate safe-keeping places

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 3 to 6 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages First Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L1 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.

By the end of Year 6, students use spoken and written language to share and compare experiences, personal perspectives and points of view on topics related to their immediate environment and personal, cultural and social worlds. They use appropriate ways of talking when interacting in different social situations and with different social groups, and apply principles and protocols of cultural safety when engaging with cultural property. Students participate in class discussion, asking questions to clarify content and to offer opinions and ideas and taking into account other perspectives. They locate, classify and compare information from a range of sources relating to Country/Place, community, culture, environment and past and present ways of living. They interact with Country/Place under the guidance of Elders and older family members, making and recording observations in different formats, reading signs, classifying natural objects according to Indigenous cultural categories and mapping key topographical features. They respond to stories, songs, dances and artistic expression by describing how events, characters and settings are depicted through sound, image and performance, by interpreting messages conveyed through these forms and by sharing opinions, responses and reactions. They understand that ownership of songs, stories, dances and designs is determined by traditional kinship and other social groupings, as well as by place, History and story. Students create, with the support of models, a variety of spoken, written and multimodal texts for different purposes and audiences. They use descriptive and expressive language to write narratives and expressive and imaginative texts, and to recount experiences. They use specialised language to present information on specific topics, for example by presenting research-based factual reports. They use procedural language, for example to explain how to prepare and cook food, how to make tools, decorate artefacts or play a game. They apply their grammatical and vocabulary knowledge and their understanding of spelling and punctuation conventions in a range of sentence and text types. They translate familiar texts, identifying and explaining culture-specific concepts and expressions. They create bilingual/multilingual texts for the school community on a range of topics. They explain the family basis of the kin and skin systems and their role in determining social behaviour. They elaborate their own positions and identities within these systems, explaining their roles and responsibilities with respect to caring for family, land/sea/water. They explain links between ceremonies, people, stories and ancestral areas of Country/Place. They identify places which have special significance to particular sub-groups in the community and which represent special bonds between people, place and story.

Students know that the language has its own rules for pronunciation, spelling and grammar and they apply this knowledge to predict the sound, spelling and meaning of new words and to create their own texts. They read aloud with developing fluency and intonation. Students use metalanguage to explain language features and elements, using appropriate grammatical terms and making comparisons with English and other known languages. They explain how language use is adjusted to suit different contexts, situations and relationships, for example, registers of deference and respect, avoidance language, speaking to the side, indirect references, generational differences and the use of silence. They provide examples of how languages change over time by identifying words borrowed from English and other languages, including words that are similar to or borrowed from neighbouring Indigenous languages. Students understand that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and can explain some historical reasons for this. They recognise the importance of maintaining and strengthening Aboriginal and Torres Strait Islander languages for their community and for the broader Australian community and describe ways that language and culture have been maintained and strengthened in their community. They reflect on their own ways of communicating, discussing how these might be interpreted by others.

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 7 to 10

The nature of the learner, the pathway and particular language

Languages studied in the First Language Learner Pathway (L1) are typically used in spoken form as the language of everyday communication by whole communities across all generations.

Typically, but not exclusively, L1 programs will occur on Country/Place and will have constant involvement from a variety of speakers from the community. A key expectation in the L1 pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.

Learners are typically Aboriginal or Torres Strait Islander children who have learnt the language from their families as a first language and continue to use it naturally at home and in social situations. Students may have varying skills in other languages, including varieties of English.

The curriculum content and achievement standards in the First Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a first language. They will need to be adapted when developing language-specific curricula, and will need to be modified for programs occurring off-Country.

At this level, students bring a range of learning strategies to their language learning. They are increasingly aware of the world beyond their own and are engaging with broader issues of youth and society, land and environment, education and identity, while establishing a balance between increasing personal independence and social responsibilities. They are considering their future pathways and choices, including how their own language could be part of these.

Language learning and use

Learners work collaboratively and independently, exploring different modes and genres of communication, with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They create and present more complex and varied texts, for example, shared stories, songs/raps, blogs, reports and journal entries, and plan, draft and present imaginative and informative texts. They use vocabulary and grammar with increasing accuracy and complexity, drafting and editing written work to improve structure and to clarify meaning.

Learners continue to expand their vocabulary to domains beyond their personal experience and interests. They use a range of grammatical structures and language features to convey more complex ideas and experiences. They use descriptive and expressive language to create particular effects and to engage interest. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices influence how people, issues and circumstances are represented. They are increasingly aware of the nature of the relationship between languages and cultures, noticing how family, community values and behaviours, such as familiarity, mutual obligation, reciprocity, respect, caring for Country/Place, are conveyed in the language.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team, while additional enrichment and authentication of the learning experience is provided through access to Elders and other speakers living in the community. Interacting with Country/Place to explore the environment and learn about Country/Place with Elders and other community members is essential to the learning of students at all stages.

Elders and community members may teach about gender-differentiated roles as encapsulated in language, working separately with male and female students as appropriate.

Students may also have some access to speakers in other regions through digital technologies and may have opportunities to participate in school excursions or camps.

Texts and resources

Country/Place and the community are the most important resources for learning. They are the origin of most of the texts and communicative situations that learners engage with.

Learners interact with a broad range of spoken, visual, written and digital texts, such as photographs, maps, oral histories, community texts such as posters from health clinics, community notices, songs, raps, dances, stories, painting and visual design, music, video clips and films.

They may also have access to community facilities and functions, such as the health clinic, art centre, coast patrol, local interpretative centre, community interpreters, and the office of the park ranger or land council.

Level of support

While learners at this level are less reliant on teacher support during interactions, continued provision of rich language input and modelled language are needed to consolidate and sustain their learning of the language in its extended spoken and written forms. The teacher provides both implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, and explicit instruction and explanation in relation to language structures, grammatical functions, vocabulary and abstract cultural concepts. Opportunities for learners to discuss, clarify, rehearse and apply their knowledge are critical in consolidating language capabilities and in developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback and through peer support, and to self-review and adjust language in response to their experiences in different contexts.

The role of languages

The language of study is the medium of instruction in First Language Learner Pathway classrooms. Other known languages play a complementary role, for example, when translating and creating bilingual/multilingual texts, and when comparing and contrasting writing systems, language structures, and language features and usage.

Years 7 to 10 Content Descriptions

Communicating	
Socialising	Elaborations

Discuss topics of interest to immediate and wider community, explaining, comparing, summarising and justifying points of view and responding to different perspectives.

[Key concepts: ways of talking, community issues, social, environmental, educational issues, aspiration, perspective;

Key processes: comparing, explaining, discussing, summarising, justifying]

(ACLFWC045)



- discussing their ways of interacting in a range of contexts and situations that involve different ways of talking, for example, using deferential speech styles with respected kin or authority figures and in relationships involving status, and more informal styles with friends and close family members
 - comparing personal reflections on shared experiences, such as visiting a metropolitan centre, a school excursion or a camp, noticing differences in their responses and perspectives
 - discussing community news items and events, such as local sport or celebrations, comings and goings of individuals and families, actions of community leaders, new infrastructure or extreme weather events, identifying facts from opinions and gossip and rumours from real events
 - discussing future learning and career pathways, comparing their aspirations and discussing and evaluating options
 - drawing on personal and community knowledge to participate in debates and discussions on social, environmental or educational issues that impact on their region/community, for example, effects of mining, farming, grazing or commercial fishing or tourism on community life, problems related to feral animals, endangered animals, introduced species, water quality, adequate infrastructure, public amenities, and health care, explaining and justifying points of view, and using strategies such as 'story' to make a point
 - canvassing differing opinions and perspectives on particular issues, for example, the challenge to traditional authority and transmission of knowledge posed by the technologies of literacy, the use of social media, the role of land councils in looking after Country/Place compared with traditional land and sea/water management practices, summarising arguments for or against particular points of view
 - critically analysing and discussing coverage in a range of news media of issues relating to Aboriginal and Torres Strait Islander communities
 - identifying and evaluating policies, actions and events that they believe contribute to the well-being of their community and other Aboriginal or Torres Strait Islander communities, explaining and discussing their findings
-

Plan, participate in and evaluate events and activities that involve taking shared action, negotiating and problem-solving and that draw upon personal and community knowledge
[Key concepts: event, managing different perspectives; Key processes: organising, persuading, deciding, negotiating]

(ACLFWC046)



- discussing plans for community initiatives, taking account of different participants' roles and relationships, and deciding on appropriate and effective ways of communicating with the people involved
 - designing a campaign or developing a persuasive audio-visual text to promote awareness and invite action on an educational, community, social, environmental or health issue, such as the importance of learning the language at school or the benefits of being bilingual/multilingual
 - negotiating and planning a familiar and routine event, such as an excursion, celebration or social media forum
 - negotiating arrangements and solving problems that arise during collaborative learning tasks, weighing up alternatives, negotiating and managing different opinions and perspectives and reaching shared decisions
 - participating in a simulated job interview as either the employer or prospective employee
 - working with Elders to make their own hunting and gathering tools, for example, fishing nets, spears, digging sticks, baskets, and explaining special ways of cooking, cutting and sharing traditional foods, performing hunting activities in ways that are appropriate to local cultural traditions, including the use of signs and gestures
 - considering options and reaching shared decisions when planning performances or presentations to showcase their language and cultural Law learning
 - collaboratively planning and presenting a short documentary, for example, on an aspect of community life, a community, an environmental or ethical issue, a good news story or a community or school achievement
-

Engage in inclusive and respectful discussion that involves commentary, analysis and reflection on shared experience, such as that of learning and using the language in the school setting

[Key concepts: reflection, encouragement, literacy, learning strategies, respect; Key processes: discussing, analysing, reflecting, justifying]

(ACLFWC047)



- reflecting on their experiences of giving oral presentations and considering ways to improve their delivery
- developing language to support and extend discussion and debate, for example, by inviting opinions or further elaboration, clarifying or justifying their own statements, responding to others' perspectives and using reflective language
- providing encouragement or critical feedback to others in constructive ways
- reflecting on the usefulness of particular learning tasks, discussing their comparative language and literacy development in the language and in English, and documenting their use of their language in school, for example, through recorded notes in a reflective journal
- identifying and comparing learning strategies that have supported the study of their language in the school context, for example, learning vocabulary and language structures associated with different domains of language use
- discussing the advantages of being literate in the language and being bi-literate or multi-literate
- developing the language of reflection

Informing

Elaborations

Investigate, analyse and synthesise information obtained from a range of sources on topics and issues related to their Country/Place and community

[Key concepts: change, social and environmental issues, community initiatives/ projects, health and well-being; Key processes: researching, investigating, interviewing, comparing, summarising]

(ACLFWC048)



- researching social and community issues from the past, evaluating and summarising information on selected issues, comparing them to issues that impact on present times and presenting findings, for example, writing a report, giving a presentation
- investigating how practices have changed over time, for example, those associated with trading, how things such as ochre, sea shells and pituri were traded traditionally; travelling outside one's country to trade; transitions from nomadic life to community settlements; changing land and sea management practices, such as the use of fire or waste disposal
- interviewing key individuals and listening to local history stories about, for example, the coming of the Europeans, land rights, stolen generations, summarising findings in note form
- explaining how language and culture help to promote sustainable care of the environment
- investigating and explaining land and sea management practices for different times of the year, for example, burning time, waterhole maintenance, sea grass watch, turtle tagging, comparing these practices to western practices
- investigating reasons for recent changes in elements of local ecologies
- identifying, explaining, and evaluating practices adopted to support the protection and reintroduction of endangered species
- developing a photographic record/portfolio of different animal and plant species with commentary/annotations to explain different parts and features, documenting and explaining the influence of seasonal changes and different uses
- seeking information from Elders to assist in classifying living things according to Indigenous taxonomy systems, comparing these systems with those used in western approaches to the study of living systems
- reflecting upon different ways that Indigenous and non-Indigenous people view land ownership and management, and on how such differences are reflected and realised in daily and seasonal practices, for example, firestick farming vs mechanised ploughing
- working with rangers to record the GPS locations of places
- giving a presentation of Country/Place by describing places and explaining how to get to various locations using directional and locational terms
- reading and viewing local media reports and interviewing community members to gather information about current or proposed community initiatives and projects, evaluating pros and cons and likely impacts on community and environment; for example, new roads through to mine sites, community internet access, the construction of a swimming pool, new buildings, arts productions that involve marketing and royalties

- researching social or environmental matters such as Indigenous Protected Areas, feral or endangered animals, using commentaries and information generated through community or media debates to construct and justify a personal position
 - gathering and presenting information about the nature of community roles and responsibilities, for example, by describing who has the rights for getting food from different places
 - researching and presenting biographies of significant identities from their community in oral, written or digital form
 - identifying, describing and evaluating various Aboriginal and Torres Strait Islander organisations that provide services to their community
 - describing and explaining a range of practices relating to food gathering, such as the division and distribution of food from a hunting trip, for example, the awarding and use of different cuts of meat, special ways of cooking, cutting and sharing traditional food
 - investigating community store options in relation to nutritional value, value for money, impact on health and sustainability, making comparisons with traditional options for sourcing food
 - researching, recording and reporting on traditional ways of preventing sickness and staying healthy, including finding and preparing bush medicines under the supervision of Elders
 - describing how bush medicines and traditional healing practices can be used in conjunction with medicines from other cultures, such as Western medicine and different natural therapies
 - researching and presenting findings on different aspects of a selected business operating in the community, for example, enterprises related to arts, bush medicine, bush food, tourism, transportation, animal husbandry
 - researching and evaluating community health programs, outlining what they see to be associated benefits and challenges, and making suggestions/recommendations for possible improvements or modifications
 - collecting and presenting evaluations of various programs, initiatives and policies that contribute to the health and well-being of community, and analysing the significance of environmental factors, identity issues and connection with land/sea, water culture and language in relation to such initiatives
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Convey information about events, experiences or topics of shared interest, using different modes of presentation to suit different audiences and contexts

[Key concepts: audience, Country/Place, community life; Key processes: describing, explaining, creating, annotating, reviewing, persuading, reporting, presenting, referencing]

(ACLFWC049)



- writing a review/report or create a mock commentary of an event such as a football match, school camp, school dance or music festival, using expressive and specialised language
 - creating a short documentary to present information and stories, for example, about their school, their community, Country/Place and social and cultural events
 - planning, drafting and publishing informative and persuasive texts, selecting appropriate language, visual and audio features to convey information and ideas, raise issues, report events and advance opinions
 - designing websites, posters or presentations that include visual representations and supporting commentary
 - reporting on their own or others' experiences of events using formats such as personal recounts, blogs or digital/oral presentations
 - interviewing and writing a biography of a significant individual or group from their region, for example, a sportsperson, community leader/negotiator/spokesperson, musician, artist
 - creating texts such as blog posts, contributions to school newsletters or letters to local media on social and environmental issues, using persuasive and emotive language to gain support from others in the community
 - producing fact sheets or informative videos about a current issue, an historical event, an aspect of their Country/Place
 - compiling a portfolio of texts in a range of modes/styles/genres related to a particular concept, purpose or audience, for example, a class anthology of stories from the community, a collection of procedural texts, histories of the region, profiles of community identities, using supporting evidence, and quotes and appropriate referencing conventions,
 - planning, rehearsing and giving presentations, selecting and sequencing appropriate content and incorporating multimodal elements to either promote a particular point of view or to reflect diversity of viewpoints
 - writing an article for a local newspaper or a letter to the editor or local council in relation to a community issue, using examples, stories and quotations to explain and substantiate a particular viewpoint
 - creating an interactive presentation for younger children or for the community that highlights the benefits of maintaining and strengthening their own/home/first language
 - creating spoken, written or multimodal texts, such as identity maps, timelines, digital presentations or family trees with captions and commentaries that describe key milestones and significant life influences, such as people, events, educational experiences, community affiliations, travel experiences, visits away from Country/Place, shifting place of residence, and considering how these shape identity
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Creating	Elaborations
<p>Interpret and respond to a range of texts, sharing and comparing personal views and reactions, describing, explaining and comparing aspects of artistic expression and how these relate to land, people, plants, animals and social and ecological relationships</p> <p>[Key concepts: representation, imagination; Key processes: interpreting, explaining, describing, discussing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips, films]</p> <p>(ACLFWC050)</p> 	<ul style="list-style-type: none"> • explaining concepts such as social responsibility or knowledge of History portrayed through characters in traditional texts, discussing the relevance of such concepts and their portrayal in contemporary life • listening and responding to stories from Elders explaining how the actions of ancestral beings created the landscape of their Country/Place • interpreting and responding to texts such as songs, stories, films or video clips by recording key vocabulary and expressions, identifying and explaining main ideas, themes and sequences of events, and sharing personal views and reactions with others • interpreting and comparing representations of values, people and events in a range of traditional and contemporary texts in a range of environmental, social and ecological contexts • discussing how key messages and beliefs are communicated through stories and through performing arts and visual design, for example, comparing the role and representation of animals, people and landscapes through different texts and media • describing and explaining aspects of artistic expression, for example, traditional and contemporary paintings, design, dance, the different roles of social groups in relation to traditional song and dance, the use of favoured materials and processes in the making of artefacts or the construction of headdresses • listening to, viewing and sharing personal responses to popular contemporary music, interpreting and analysing lyrics and dialectical variations, comparing key messages, themes and styles of performance and considering how they incorporate commentary on social issues • viewing films, identifying and describing the ways they portray Country/Place through elements such as language features, images, soundtrack • discussing, debating, evaluating or reviewing a film or contemporary performance, justifying and comparing their individual opinions • listening to and viewing television programs, IndigiTUBE clips, contemporary songs, or raps, identifying elements that suggest either shifts in social or cultural attitudes from those reflected in traditional texts or evidence of continuing values and belief systems • telling the story of a painting rock art or etching in their own words, comparing their interpretations of the visual design, including the use of symbols and colours • providing a live commentary of a dance performance, interpreting movements, commenting on the significance of body art and adornments and interpreting key messages of the performance

Create a range of spoken, written and multimodal texts involving real/imagined contexts and characters

[Key concepts: imagination, journey; Key processes: creating, collaborating, performing, composing; Key text types: raps, songs, dances, performances, stories, cartoons, advertisements, digital texts, video clips, skits, paintings and visual designs]

(ACLFWC051)



- collaborating with peers to create their own dramatic or humorous representations of people, situations or events encountered in their own lives
- using aspects of texts in imaginative recreations, for example by re-situating a character from a contemporary text in a new situation
- creating a rap or skit, including in digital formats, to perform to their peers that provides commentary on a local social, environmental or community issue that is important to them
- creating and performing sketches that involve characterisation, context and dramatic tension, for example, interviewing a celebrity or sports star, or appearing on a television show
- composing, performing or presenting songs, jingles or advertisements to create new interest in existing or imagined situations, services or products
- creating own art work (visual and performing) to convey a message, using selected arts elements, visual design and conventions as appropriate
- taking on the role of a character from a contemporary story and responding to questions in-role, or interviewing a character from a contemporary story
- creating and presenting a radio segment for a community radio station, for example, an imaginary broadcast of a footy match, an interview with a sports star or celebrity, a community news or events flash
- composing expressive texts such as protest statements, personal letters or persuasive speeches that require careful use of emotive or powerful language, noticing how they select language or imagery and the basis for this selection
- creating a short visual text of an aspect of Country/Place, accompanied by a sound track containing music and sound effects from the region
- developing storylines, characters and settings that explore themes or concepts that are relevant to their own social worlds

Translating

Elaborations

Transcribe, translate and interpret texts from the language into other languages of the region and into English and vice versa, considering and explaining factors that influenced the translation from one language and discussing issues related to translating and interpreting

[Key concept: equivalence, representation, meaning, interpretation, ethics; Key processes: translating, interpreting, transcribing, comparing, explaining, analysing]

(ACLFWC052)



- translating and interpreting short texts from the language into other known languages including English and vice versa, comparing their translations of particular sentences or phrases with those of their classmates, noting variations and considering why these occur
 - translating and interpreting a range of texts, for example, narratives, stories, song lyrics, dialogues, posters, stories from the past, considering how to explain elements that involve cultural knowledge or understanding
 - discussing the nature of translation with reference to strategies such as decoding literal meaning (word-for-word), reading for meaning (sense-for-sense) and cultural reading (between the lines), and strategies such as back-translation
 - analysing published bilingual texts such as children's stories, health charts or song lyrics, and commenting on how well the translations have captured original meaning
 - critically evaluating the effectiveness and accuracy of subtitles for films, video clips or documentaries, finding examples of meaning 'lost in translation'
 - researching interpreting services in their area, for example, identifying services provided, the role of interpreters, qualifications required, ethical dimensions, and issues around interpreting and translating in specialised contexts, for example, in health, education or tourism
 - understanding and applying culturally appropriate and ethical behaviour when interpreting and translating, for example, explaining ways people should act in interpreting contexts and considering potential consequences of inaccurate interpreting
 - role-playing interpreting in a range of contexts, for example, healthcare, education, training programs, social services, administrative, Indigenous communications and media
 - researching the types of texts which are transcribed within the school and wider community, discussing reasons for this
 - transcribing a range of text types, for example, life histories, stories, information and procedures, explaining and following accepted procedures and protocols
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Produce short bilingual/multilingual texts such as digital stories, comics, animations, blogs and contributions to community newsletters

[Key concepts: bilingualism, expression, interpretation; Key processes: creating, performing, designing, interpreting, annotating]

(ACLFWC053)



- creating bilingual/multilingual texts for the wider community, for example, creating subtitles, captions or commentaries for texts such as brochures, life histories, slide shows or video clips that inform the wider Australian community of significant aspects of their culture, community and personal identities
- interviewing community members about their life stories and experiences to create bilingual texts that incorporate photos, maps and timelines, stories and songs
- performing a role-play, skit, song or dance for a visiting student audience, using their language for the performance and English for supporting explanations and commentary
- creating a bilingual/multilingual display, for example, a photographic display to showcase shared events and experiences, such as a trip to other communities or to the city
- creating a bilingual information pack in print and/or digital form about their school and local region for a visiting school
- producing bilingual/multilingual fact sheets or informative videos about a current issue, historical event, aspect of their Country/Place
- creating a bilingual/multilingual video clip, for example, to express the importance of maintaining and developing their own language for themselves and for the community
- creating glossaries and annotations in English that provide explanations for cultural and contextual references in songs, stories and dance

Identity

Elaborations

Investigate, explain and discuss the relationship between kinship, Law, land, sea/water and sky

[Key concepts: identity, relationship, kinship, Law, connection, interrelatedness, rights, obligations; Key processes: exploring, discussing, investigating, describing, reflecting]

(ACLFWC054)



- exploring the concepts of connection and interrelatedness and discussing associated rights and responsibilities
- discussing kinship as it applies to adulthood and the resultant changes in practices, rights and obligations at this stage of life, for example, changes in ways of referring to people
- describing kinship connections they have with the surrounding region and communities
- understanding and discussing kinship as a system, and explaining its importance in maintaining and regulating social relationships
- investigating and discussing how social groups form patterns across generations and determine relationships and behaviours, such as those associated with marriage, for example, classificatory in-laws, ceremonial peers
- investigating how particular policies and practices affect the sense of individual and collective identity of Aboriginal and Torres Strait Islander peoples, for example, in relation to experiences such as language loss, separation from Country/Place/family/community, stolen generations
- reflecting on how Indigenous Australians from different nations express their group identity, for example, through practices and symbols such as flags, Welcomes to Country, Indigenous rounds in sporting leagues
- reflecting on how their biography, including family origins, traditions, beliefs, practices, interests and experiences, shape their sense of identity and ways of communicating
- discussing the link between identity and connections to land/sea/water, culture and language and the health and well-being of individuals and community

Describe and discuss the relationship between people, community and Country/Place, and how individuals and groups demonstrate connections to areas of land and sea/water and their rights and obligations with respect to those areas

[Key concepts: Country/Place, land, water, sea, sky; rights and obligations, responsibility; Key processes: discussing, reflecting]

(ACLFWC055)



- discussing with Elders how patterns of ownership and management of land, water, sea and sky and associated stories determine rights and responsibilities with respect to those elements
- reflecting on how the language links the local, regional and national identity of its speakers with the land, water, sea and sky
- talking about how family relationships are linked to looking after Country/Place

Investigate and discuss how connections between Law, story, ceremony, visual design, people and Country/Place are demonstrated and manifested in individual and community behaviour

[Key concepts: identity, Law, behaviour, story, ceremony, guidance; Key processes: investigating, explaining, discussing]

(ACLFWC056)



- investigating and explaining the connections between rules, Law and kin systems, and how these can be demonstrated through visual design and performing arts
- discussing Law for behaviour associated with cultural practices and traditions, for example, birth, naming and funeral ceremonies
- learning from Elders different roles and responsibilities associated with ceremonies that are determined by kinship and social groupings
- listening to and receiving guidance from Elders on how ceremony, place and Law and are connected through kinship, story and cosmology and how they are demonstrated in community behaviour
- discussing how stories and songs often link neighbouring Aboriginal and Torres Strait Islander groups and nations

Reflecting

Elaborations

Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking

[Key concepts: intercultural experience, perspective, insight, self-reflection; Key processes: comparing, analysing, discussing, explaining, reflecting]

(ACLFWC057)



- finding examples of interactions which are more appropriate in their own language than in English or vice versa, for example, using their first language to talk about community activities, family relationships, social and cultural activities, using English to talk about school work, excursions to other regions, towns, and considering why this is the case
- monitoring and analysing their use of their own language(s) and English in different domains of language use, for example, by keeping a record of when they use each language for different functions or in different contexts
- identifying and reflecting on instances when using both their own language and English in the same interaction makes for easier communication, and sharing their reflections with others
- discussing the different things they need to consider, change and accommodate when interacting with speakers of different language backgrounds, for example, watching for signals of misunderstanding, being mindful of different perspectives and traditions
- comparing how their relationships with people of different generations, gender and language backgrounds influence their ways of communicating
- reflecting on intercultural learning at school and intercultural experience in and out of school
- reflecting on the experience of using the language in the school context, for example, by identifying elements of experience that provide new challenges, such as having to adopt the full form of language as opposed to young people's talk or regional varieties at home
- discussing the concept of shared responsibility as it applies to intercultural communication, considering how effective interaction and exchange involves elements of noticing, analysing, reflecting, responding and adjusting
- identifying 'repair and recovery' strategies that can be used to respond to miscommunication between speakers from different languages and cultural backgrounds, for example, self-correction, apology, asking for repetition and clarification, rephrasing
- sharing and comparing cultural and intercultural experiences, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, additional insights and perspectives and opportunities for new/different experiences
- identifying and comparing how emotions or attitudes such as respect, shyness, exuberance or embarrassment are shown/displayed across different languages and cultures

Understanding

Systems of language

Elaborations

Understand and explain sound patterns in the spoken language, representing these patterns with an expanding repertoire of written symbols and conventions
[Key concepts: sound system, writing system, intonation, rhythm, punctuation, conventions; Key processes: listening, recognising, analysing, comparing, reading aloud, transcribing]

(ACLFWU058)



- reading aloud extended text to show flow of ideas
 - understanding the conventions adopted when citing others in language written for wide readership, and different ways of referencing these
 - editing their own texts for word-choice, spelling, grammar and punctuation
 - recognising how quotation marks may be used to mark parts of text as having special status, for example, quoted (direct) speech, and experimenting with the use of this device in own writing
 - comparing speech-sound constraints in different languages, for example, sets of vowel and consonant phonemes, allowable combinations of sounds, rules for word stress
 - describing the articulatory basis of speech sounds in their language(s)
 - developing a metalanguage to describe and talk about sounds and phonology, for example, *place and manner of articulation*, *intonation*, and *word and sentence stress*
 - understanding the major place of articulation categories in Aboriginal and Torres Strait Islander languages, for example, peripheral, laminal, apical, and their realisation across different languages and regions in Australia
 - recognising phonological affinity in related languages that use differing spelling systems
 - using their expanding knowledge of alphabetic conventions to transcribe speech sounds, syllables and words from a wide range of languages
 - comparing published phonology charts for a variety of different languages, noting the associated writing systems
 - transcribing complete texts of spoken language, using a range of alphabetic and punctuation conventions, supported by their grammatical and vocabulary knowledge of the language
 - comparing and explaining the internal consistency of spelling systems for Aboriginal and Torres Strait Islander languages and English
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Develop and use (meta)language to analyse a range of grammatical structures in their language(s) and English
[Key concepts: system, grammatical case, affixation, transitivity, particles, metalanguage; Key processes: explaining, discussing, making comparisons and connections]

(ACLFWU059)



- explaining the full range of case marking in their language(s), such as the sharing of several case functions by single markers, the use of different markers for the same function
- discussing the use of case and gender in English pronouns, comparing with their language
- identifying and explaining how verbs are derived from nouns
- explaining how references to people, places, things and events may be varied and modified by using extra words, or particles, or by using affixes, for example, expressions for 'having', 'for want of', 'similar to', 'like', and the various forms of negation
- analysing and explaining the delineation of time, manner, attitude and place in their language(s), for example, temporal expressions such as 'beforehand', 'afterwards', 'too late', 'originally', and attitudinal elements such as 'ought to', 'I wish', and terms expressing endearment or disavowal
- explaining issues of agreement with transitive and intransitive verbs, including devices such as embedding and serialisation
- discuss the differing treatment of transitivity in the language(s) and in English
- making comparisons and connections within and across languages, for example, case systems used within different languages in Australia and elsewhere, the use of tense markers in verbs
- demonstrating the main topical areas of the vocabulary, for example, groupings of natural species, cardinal directions, kinship systems, and contrasting these with English
- discussing relationships between their language and languages of the region, for example, common words and structures
- discussing some contrasts between their own language and English in relation to grammar, discourse structure and figurative use of language

Investigate the ways people communicate using spoken, written and visual modes and analyse the form and structures of a range of texts, including their use, role and relationship to other social processes

[Key concepts: text, relationship; Key processes: analysing, investigating, linking and sequencing]

(ACLFWU060)



- analysing a range of texts, their role, use and relationship to other social processes, for example, in respect to declaring identity, acknowledging traditional belief systems, acknowledging ancestors, passing on knowledge and information, mapping resources on Country/Place and managing natural phenomena such as weather
- discussing ways songs function to fix language and meaning in ways similar to literature in other cultures
- investigating the use of sign language in their community and its relation to spoken language
- applying principles of text organisation when developing both oral and written texts to develop or present ideas, noticing differences in characteristic features of oral and written discourse
- linking and sequencing ideas to form a cohesive text, using appropriate grammatical forms and language features, for example, serialisation, connectives, embedding, headings and paragraphs
- experimenting with language appropriate to particular text types, such as descriptive language in documentaries, reflective language in diary and journal entries and persuasive language in advertisements

Language variation and change

Elaborations

Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships

[Key concepts: respect, silence, kinship, body language, code-switching; Key processes: examining, explaining, analysing]

(ACLFWU061)



- explaining how elements of communication, such as gestures, facial expressions, choice of language and use of silence, vary according to context, situation and kin relationships, for example, eye contact, pointing with lips
- analysing the constraints that guide language use, for example by identifying and explaining why words become taboo, for example, the use of *Kumunjayi* and other word substitution as part of sorry business
- recognising that there are specific ways of communicating that are associated with particular relationships and situations, for example, ways of behaving during sorry business, public events or meetings, topics only suitable for young fellas and girls, use of hand signs and body language, such as speaking to the side, using indirect references, silences, gestures or eye contact
- distinguishing different registers of language, for example, language of ceremony, mother-in-law language, talk used when communicating with older people
- analysing intergenerational differences in language use, for example, young people's language when talking about popular culture, the strong 'right through' language of the older generation
- explaining variations in language use that reflect different levels of formality, authority and status, for example, ways of talking to Elders at formal community events compared to everyday interactions
- understanding connections between land, language and culture which are expressed by shifting/switching between languages and varieties of language, for example, differences between parents' clan languages

Understand that languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies

[Key concepts: contact, change; Key processes: exploring, observing, reflecting]

(ACLFWU062)



- exploring forms, usage and history of contact languages in their broader region, including creoles, pidgins and Aboriginal Englishes
- observing changes to language that reflect changing lifestyles, cultural trends and emerging needs, for example, youth language, new technologies, language associated with music, media and technology
- reflecting on changes in their own use of their language over time, noticing how and when new ways are adopted or existing ways adapted

Language awareness

Elaborations

Investigate and compare the ecologies of Aboriginal and Torres Strait Islander languages with indigenous languages in other countries, and consider issues such as languages policy, language rights, language loss, advocacy, reform and multilingualism

[Key concepts: environment, boundaries, policy, revival; Key processes: researching, investigating, exploring, considering]

(ACLFWU063)



- investigating the geographical location of the language and the number of its speakers historically and in contemporary times
- considering what might be future challenges facing their language in the context of its current linguistic ecology
- exploring the use of English, Aboriginal English and creoles in their community
- researching the impact of historical events, government policies, legislation and judicial processes, such as stolen generations, mission schools and advocacy on Aboriginal and Torres Strait Islander languages
- identifying social and government policies and practices linked to particular geographical regions that have impacted positively on language acquisition, for example, the performing of Welcome to Country and the Acknowledgement of Country at events, on television programs and in films, efforts to raise the profile of Aboriginal and Torres Strait Islander languages in the wider Australian community
- investigating the situation of indigenous languages in other countries, for example, New Zealand, Hawaii, North America, Japan, Latin America, considering issues such as language rights, language endangerment and revival and reclamation efforts, drawing comparisons with the situation of Aboriginal languages and Torres Strait Islander languages in Australia
- understanding how the process of language-building expands existing linguistic and cultural resources in the Australian community
- investigating and comparing the ecologies of Aboriginal and Torres Strait Islander languages with those of Indigenous languages in other countries, considering issues such as languages policy, language rights, language loss, advocacy and reform and multilingualism

Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages

[Key concepts: ownership, protocols, ethical behaviour; Key processes: acknowledging, investigating, applying]

(ACLFWU064)



- acknowledging the cultural and intellectual property rights and copyright of the sources of their language work
- understanding that permission and consent of the owners of languages must be sought by others when visiting their Country/Place
- accessing, eliciting, recording and storing information appropriately according to cultural norms/mores

Role of language and culture

Elaborations

Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge
 [Key concepts: Indigenous knowledge, values transmission;
 Key processes: reflecting, exploring, analysing, comparing]

(ACLFWU065)



- explaining the role of language in relation to culture and identity, and in passing on knowledge, such as sustainable care of the environment, rules for living, ways of behaving, spiritual and cultural functions and History
- reflecting on the way their culture divides the natural and cultural world and comparing these to other systems such as other indigenous systems and western systems
- analysing concepts related to cultural values in their language, for example, naming systems, kinship terms, nicknames, substitute words and pronoun systems, comparing to practices in other languages and cultures
- exploring how language is important in maintaining traditional culture and society in relation to Aboriginal and Torres Strait Islander peoples and to all Australians
- analysing and discussing core cultural concepts reflected in Aboriginal and Torres Strait Islander languages, such as respect, avoidance, reciprocity, obligation, responsibility
- understanding that culturally significant attitudes and beliefs conveyed through language are related to the past, and to land, flora and fauna and ceremonies
- considering how they use conversational strategies to avoid disrespect, such as using indirect language
- drawing on their own experiences of using their own language(s) and English in different contexts to consider how language can be either empowering or disempowering and inclusive or exclusive
- identifying and comparing how emotions or attitudes such as respect, shyness, happiness or embarrassment are expressed across different languages and cultures
- recognising that there are multiple views on and partial explanations for events and issues
- reflecting on the ways culture is interpreted by others, for example, by identifying how stereotypes influence ways of thinking

Role of language building

Elaborations

Investigate programs, initiatives and techniques that keep Aboriginal and Torres Strait Islander languages strong
[Key concepts: language maintenance and development; Key processes: discussing, exploring, investigating, evaluating, language building, language engineering]

(ACLFWU066)



- analysing the domains of language use where language building has occurred, considering why this is the case and investigating some of the techniques used, for example, language engineering, adapting sounds, coining new words
- understanding the importance of intergenerational collaboration and transmission in keeping languages strong and discussing some of the associated challenges
- investigating programs and initiatives that serve to maintain and strengthen language use, for example, school languages programs, bilingual education, research programs, recording and archiving of material, websites, databases, documentaries, language nests and Master-Apprentice programs
- exploring the role and importance of advocacy in supporting the maintenance and development of language and culture
- identifying keeping places for language texts, for example, in the community or national archives
- understanding the importance of strong and viable Aboriginal and Torres Strait Islander languages for Indigenous and non-Indigenous Australians alike
- considering domains where their language may grow in the future
- understanding their role as contemporary documenters and users of the language, for example, by interviewing Elders and transcribing stories, reminiscences, advice, ways of doing things, rules for living

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 7 to 10 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages First Language Learner Pathway are generalised in order to cater for the range of Aboriginal languages and Torres Strait Islander languages that may be learned as an L1 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.

By the end of Year 10, students use written and spoken language to communicate with the teaching team, peers, Elders, community members and others in a range of settings and for a range of purposes. They use language to access and discuss information on a broad range of social, environmental, educational, cultural and community issues. They summarise and justify points of view, and respond appropriately to the opinions and perspectives of others using reflective language. They use strategies to initiate, sustain and extend discussion by inviting opinions, elaborating responses, clarifying and justifying statements with supporting evidence. When interacting in different social situations and with different social groups, students use appropriate ways of talking, for example, using appropriate speech styles with respected kin or authority figures and in situations involving seniority and status, and more informal styles with friends and close family members. They use respectful language to negotiate, problem-solve and to manage different opinions and perspectives and to reach shared decisions in collaborative tasks. Students investigate, analyse and evaluate information from a range of sources and perspectives on topics and issues related to their Country/Place and community; they present their findings using different modes of presentation to suit different audiences and contexts. They employ effective presentation strategies, including degrees of directness and length of utterance appropriate to the situation, and an appropriate restatement in accordance with spoken norms or developing written styles. They summarise main ideas and include varying amounts of supporting detail. They apply appropriate cultural norms and protocols when learning, using, recording and researching Aboriginal languages and Torres Strait Islander languages, and when engaging with cultural property. Students respond to stories, songs, dances and forms of artistic expression by describing main ideas, key themes and sequences of events and explaining how these relate to land and water, sky and weather, plants and animals, and social and ecological relationships. Students create a range of informative, persuasive, and procedural texts, as well as texts based on real and imagined experiences, in written, spoken and multimodal forms, such as reviews, reports, stories songs, conversations, brochures, blogs, and procedures for traditional activities. They use appropriate vocabulary and grammatical forms to link and sequence ideas to form meaningful texts, for example, serialisation, connectives, embedding; and apply typological conventions such as headings, paragraphs, fonts, formatting. Students apply culturally appropriate protocols and ethical behaviour to create, transcribe, translate and interpret texts, providing alternative expressions when equivalence is not possible and explaining elements such as language choice and variation due to dialect or register. They analyse and compare translations and interpretations of texts, explaining factors that may have influenced the translation/interpretation. They understand their role as contemporary documenters and users of the language, for example, by interviewing Elders and transcribing stories and placing them in safe-keeping places. Students explain how the kinship system maintains and regulates social relationships, and provide examples of how connections between Law, Lore, story, ceremony, visual design, people, and Country/Place are reflected in individual and community behaviour. They describe how individuals and groups affirm connections to areas of land and water and to individual places. They explain the rights and obligations associated with these connections and how these contribute to individual and social identity and a patterning of community roles. Students identify the relationship between language, culture and identity, describing how personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, discussing how these might be interpreted by others.

Students use metalanguage to describe isolated speech sounds and the phonology of languages as a whole, and to analyse a range of grammatical structures in the language. They edit their own work and use appropriate conventions to cite others and to reference external information. They explain variations in language use that reflect social and cultural contexts, purposes and relationships, different registers of use (for example, mother-in-law language), intergenerational differences, and constraints that guide social interactions, such as word avoidance and substitution. They provide examples of how languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies. Students make comparisons between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy, language rights, language loss, advocacy and reform, language revival and multilingualism. Students identify factors that serve to maintain and strengthen language use such as intergenerational collaboration and transmission, programs and initiatives in school and community, and explain associated challenges. They demonstrate their role as contemporary documenters of the language, for example, by interviewing Elders and transcribing stories, reminiscences, advice, ways of doing things, rules for living, and by placing documents in safe keeping places.

The Australian Curriculum Languages - Framework for Aboriginal Languages and Torres Strait Islander Languages Language Revival Learner Pathway (LR) - Years F–10 Sequence

Framework for Aboriginal Languages and Torres Strait Islander Languages

Foundation to Year 2

The nature of the learner, the pathway and particular language

The Language Revival Learner Pathway (LR) provides opportunities for students to study Aboriginal or Torres Strait Islander languages being revived by their owners or custodians and which are in various stages of revitalisation, renewal and reclamation.

LR covers a much broader range of language types and ecologies than either L1 or L2, and the vast majority of Aboriginal languages and Torres Strait Islander Languages are included in the LR category.

Schools offering the Language Revival Learner Pathway (LR) will most likely be located broadly within the geographical region of the language and culture, sometimes in towns and cities, other times in rural and remote regions. Classes will likely include students who relate closely to the language and culture, as well as students with varying degrees of affiliation with the language and culture, and some students who have no connections with either the language or culture. A key expectation in the LR pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.

The Language Revival Learner Pathway draws on the Australian Indigenous Languages Framework (AILF) and takes into account key variables such as: how much is known about and documented for the language; the extent to which it is languages used or remembered, ranging from languages no longer spoken (owners often use the term 'sleeping') to those spoken fluently by members of the older generations; and the extent to which it has been reintroduced into the community of owners and custodians.

These variables give rise to the following broad categories of language revival:

- **Language Revitalisation** : where there are fluent L1 speakers (typically members of the older generation) but where the intergenerational transmission of the language has been interrupted. Younger generations may understand some of the language and may use some words and phrases but do not speak it as their first language. Examples of revitalisation languages include Walmajarri in the Kimberley, Yindjibarndi in the Pilbara, Meriam in the Torres Strait, Dyirbal in north-eastern Queensland, Wubuy (Nunggubuyu) in Arnhem Land, and Adnyamathanha (Yura Ngawarla) in the Flinders Ranges.
- **Language Renewal** : where there are a number of adult speakers who use the language to varying degrees in the community, but not 'right through', and where there are other language resources to draw upon. Examples of languages being renewed include Noongar in south-west Western Australia, Gumbaynggirr on the north coast of New South Wales, Ngarrindjeri on the Lower Murray Lakes in South Australia, Djabugay in the Atherton Tablelands in northern Queensland, and Yugambeh in southern Queensland.
- **Language Reclamation** : where language revival, by necessity, relies primarily on historical documentation of the language in the absence of active community knowledge of it. Examples of reclamation languages include Kurna from Adelaide, Narungga from the Yorke Peninsula, Dharuk or Eora (Iyora) from Sydney, Yuwibara from central Queensland, Wemba-Wemba and Woiwurrung from Victoria, and Awabakal from the Newcastle area in New South Wales.

A number of factors and variables will need to be considered when planning for a language revival curriculum or program, and further information on these is presented in the context statement for this pathway and in the section Using the Framework.

Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of acquisition of early literacy. Learning typically focuses on learners' immediate world of family, home, school, friends and local environment. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school.

Language learning and use

The language is learnt in parallel with English language and literacy. Learning in the two areas progresses at very different levels, but each supports and enriches the other.

As the program is likely to be on Country/Place, links can be made to local places of significance, local families, and local histories.

The language is used as much as possible in classroom interactions, routines and activities, supported by the use of visual and concrete materials, gestures and body language. At this stage, there is a focus on play and imaginative activities, games, music, movement and familiar routines, which provide scaffolding and context for language development.

Oral language is developed through listening to the sounds, shapes and patterns of the language, through activities such as rhymes, songs, clapping and action games, and through imitating and repeating sounds in aural texts and as modelled by the teaching team, visiting Elders and community speakers.

Learners experiment with simple formulaic expressions, single-idea phrases and with one- or two-word responses to prompts and cues. As they progress to using language for interactions such as greetings, asking for help, talking about self, friends and family, or asking and answering questions, they notice that language behaves differently in different situations. Creative play provides opportunities for exploring these differences and for using language for purposeful interaction.

Students learn about Country/Place and community by interacting with Elders and community members, by exploring Country/Place, and by engaging with stories, songs and other texts such as videos, maps, and pictures. They learn about the concepts of kin and social groupings.

Students learn to use appropriate respect terms and to demonstrate respectful and appropriate behaviour when interacting with Elders, community speakers and community texts. Learners for whom the language is their heritage language develop a stronger sense of their own group and individual identity through the study of the language and culture.

Students learn to recognise letters that represent the sounds of the language. They write by tracing and copying, forming letters legibly. They learn to read and write words and sentences independently, using modelled language, for example, matching pictures with single words, labels and captions. The use of repetition and recycling in instruction helps children to identify high-frequency words and simple phrases and to recognise the purpose and intention of simple texts.

Students begin to understand how the language works, and compare it with English and other known languages. They understand its place in the context of broader regional and national language diversity. They learn about their role in developing resources for the language, for example by working with the community language team to create new games and songs in language, understanding how such efforts support the language to grow.

Contexts of interaction

Across Foundation to Year 2, learning occurs largely through interaction with peers and the teaching team, supplemented by some access to Elders and others affiliated with the language for additional enrichment and authentication of the learning experience. Interacting with Country/Place and exploring the environment with Elders and other community members is essential to language learning at all stages, but is particularly important during this early establishment phase, when learning is grounded in the familiar and understanding of language as lived experience is so important.

Texts and resources

Country/Place and its associated community are the most important resources for learning. They are the origin of most of the texts children engage with.

Texts include a variety of spoken, visual, written and digital resources, which are short, clearly structured, and supported by visuals and paralinguistic elements such as tone of voice, facial expression, body gesture. They include repetition and recycling of structures and vocabulary. Children listen and respond to teacher talk, share ideas and join in with songs, stories and different forms of play, performance, conversations and other language-mediated activities. Print and digital texts include word lists, place names, stories, shared Big Books, songs, photos, videos, environmental maps and wall charts. Teacher-generated materials include games and items from the community and local environment. Some texts involve English or another community language in a complementary role, filling in for items or expressions that have not yet been reconstituted in the language. Other texts will be bilingual, with no mixing of languages.

Level of support

Learning is supported via the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing learned language; and continuous cueing, feedback, response and encouragement.

The role of languages

Learners are encouraged to use the language whenever possible in class interactions and daily routines with the teaching team, Elders and community members. Maximal use of the language will increase learners' language proficiency and enhance the language revival process.

English and other known languages are used for explanation and discussion, allowing learners to talk about differences and similarities they notice between the language and their first language(s) and culture(s), to ask questions about language and culture, to consider how they feel when they hear or use the language, and to talk about how they view different languages and the people who speak them. This introduction to the 'meta' dimension of intercultural learning develops the ability to consider different perspectives and ways of being as mediated by language.

For revival languages that are at the 'beginning' end of the revival spectrum, English or another community language might be used in a complementary fashion, for example, to fill in for missing words or expressions. Alternatively, language owners and the community in general may decide to side-step these gaps altogether, thus avoiding the need to use other languages for these purposes.

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact with each other, the teaching team and visiting Elders/community members, using language and gestures to greet and talk about self and family
[Key concepts: self, family and relationships; Key processes: interacting, sharing]

(ACLFWC130)



Elaborations

- participating in everyday exchanges, such as greeting and leave taking
- interacting with the teaching team and visiting Elders/community speakers, using appropriate protocols such as respect terms, behaviour and forms of address
- introducing and describing self, family, friends, favourite objects and pets, using familiar and modelled language, supported by visual props such as drawings, photos
- listening to questions (such as *what*, *who*, *where*) about self, family, friends and immediate environment and responding with words and actions, including gesture

Participate in guided group activities, such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning

[Key concepts: cooperation, play; Key processes: turn-taking, matching, choosing, cooperating, following instructions]

(ACLFWC131)



- participating in games, tasks and activities that involve turn taking, guessing, matching and choosing objects using modelled questions and responses
- participating in action games and songs by matching actions to words
- following instructions by moving around or locating objects in the classroom
- accompanying Elders to gather traditional materials, such as nuts, twigs, bark, seeds, shells for use in craft related language activities
- working collaboratively on a class performance or activity
- working collaboratively to adapt and perform action songs, for example, by changing lyrics, substituting words and phrases based on modelled patterns, rehearsing and performing songs with appropriate gestures and actions
- grouping and sorting natural objects from Country/Place, for example, leaves, stones, shells according to culturally appropriate categories

Interact in classroom routines and respond to teacher instructions

[Key concepts: routine, instruction; Key processes: participating, responding, following instructions]

(ACLFWC132)



- participating in routine exchanges, such as, asking and answering questions, responding to the class roll, describing the weather, requesting classroom objects, participating in school and class creeds/affirmations
- responding to and using routine classroom language, for example, 'sit down', 'stand up', 'listen!' 'look this way', 'tidy up'
- following instructions in language related to transition activities, for example, 'form a circle', 'get into groups of three', 'put on your hat', 'line up'
- responding to requests and instructions in verbal and non-verbal ways, such as movement, gesture and action, for example, in class and outdoors, in games and songs, or on visits and excursions

Informing

Elaborations

Discover key information about Country/Place by exploring Country/Place and listening to stories from Elders and community members

[Key concepts: natural and built environment, community life, Indigenous knowledge; Key processes: listening, observing, identifying, sorting, matching, labelling]

(ACLFWC133)



- discovering places in the local area that have Indigenous names, such as streets, suburbs, parks, rivers, public institutions
- visiting Country/Place to identify and name key topographical features, for example, creeks, springs, rocky outcrops, estuaries, reefs, desert landforms, taking photos and labelling them to create a class book
- listening to Elders/community members sharing knowledge about Country/Place, identifying and recording key words and vocabulary
- identifying, naming and labelling salient features of the built environment, for example, dwellings, public buildings, school, places to play, ports and roads
- recording the weather and seasons of the Country/Place throughout the year in a picture diary or through a series of captioned paintings, including the seasonal behaviour of animals and what plants grow in particular seasons
- naming, labelling and sorting into culturally appropriate categories elements from the environment such as bush foods, animals, plants and natural objects, classifying in terms of distinctions such as, edible/non-edible, meat/non meat, salt water/fresh water, day/night animals, rough/smooth, hard/ soft,
- learning to read Country/Place with Elders' guidance by looking for signs such as animal tracks and fruit fall, migratory birds, turtle tracks, animal behaviour, fresh diggings around a lair, appearance of whales
- locating specific words and familiar phrases in texts such as charts, lists, photos, maps, and using the information to complete guided oral and written tasks
- naming, labelling, drawing and matching outside body parts
- learning and using vocabulary and expressions related to healthy living and eating



Give factual information using simple statements, gestures and captions

[Key concepts: Country/Place, community life; Key processes: labelling, describing, presenting, recounting]

(ACLFWC134)



- using some location terms to talk about the Country/Place for example, *up, down, near, far* and using topographical words such as *swamp, soakage, reef*
 - presenting information about elements associated with Country/Place, for example, animals, plants, food, artefacts, using modelled sentences, matching captions to pictures and filling-in-gaps activities
 - contributing to a shared recount about an event such as sports day, an excursion, a class visit from an Elder, a visiting performance group from the Country/Place, a community celebration, for example, by making a Big Book, creating a display, digital presentation or class photo story
 - labelling aspects of daily routines, selecting captions or attaching word bubbles and sharing information with others
 - developing a pictorial story to describe activities and routines at home, at school, in the community
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Creating	Elaborations
<p>Participate in shared listening to, viewing and reading of texts and respond through singing, miming, play-acting, drawing, action and movement</p> <p>[Key concepts: storytelling, response; Key processes: responding, performing, sharing, expressing; Key text types: songs, dances, stories, paintings and visual design, video clips (IndigiTUBE)]</p> <p>(ACLFWC135)</p> 	<ul style="list-style-type: none"> performing songs or stories that include repeated phrases, rhythms and non-verbal forms of expression, such as clapping, gestures, facial expressions and dance participating in shared reading of stories, responding through mime captioned drawings, dance, play-acting and other forms of expression visiting important sites on Country/Place and listening to Elders/community members tell stories, and responding by drawing, labelling, re-enacting with puppets, props or actions identifying key animals, birds and other characters in stories, songs, performances and dances listening to Elders/community members tell stories and identifying which stories belong to which natural features in their region/Country/Place, including animals and natural species and recognising their significance identifying and naming significant places, landscapes and topographical features on Country/Place through which travelling stories/storylines pass identifying key messages expressed in stories, song, dance and visual art, for example, rules for living predicting the content/meaning of narrative texts such as picture books, including titles, covers and illustrations, and giving reasons for their predictions responding to simple questions about characters and events in imaginative and expressive texts such as stories, songs, dances
<p>Create and present shared stories, songs and performances, using familiar words and patterns and support materials</p> <p>[Key concepts: story, performance; Key processes: retelling, singing, re-enacting, dancing, drawing, performing; Key text types: songs, dances, stories, paintings and visual design, performances]</p> <p>(ACLFWC136)</p> 	<ul style="list-style-type: none"> making a shared Big Book based on an event, experience or performance, labelling, captioning and drawing key elements creating own stories by sequencing a series of pictures with captions or by creating a storyboard with labels, using modelled language and repetitive phrases re-enacting or retelling simple stories, episodes or interactions, using puppets, props, actions or gestures and modelled language creating digital texts based around familiar contexts and characters using images and captions creating their own songs/raps, or new versions of contemporary songs/raps by substituting words and phrases such as animal names, places, geographical features, adding elements such as characters or places, incorporating non-verbal supporting elements such as clapping, gestures and facial expressions creating dances, paintings and visual designs appropriate to the Country/Place
Translating	Elaborations

Translate frequently used words and phrases, using visual cues and resources such as word lists

[Key concepts: similarity, difference, meaning; Key processes: translating, noticing, identifying, explaining]

(ACLFWC137)



- using classroom resources such as word banks/lists, wall charts, visual dictionaries, and pictures to translate the meaning of single words and common expressions
- playing matching-pair games using everyday words and expressions from the language and from English
- translating and explaining in English the meaning of words, phrases and gestures used in everyday contexts and situations
- noticing elements of the language that are the same in English, such as the alphabet and some sounds
- explaining symbols and their iconographies

Create simple oral, print or multimodal bilingual texts for the classroom environment, such as captions, signs, labels and wall charts

[Key concepts: meaning, bilingualism; Key processes: labelling, captioning, displaying, matching]

(ACLFWC138)



- creating bilingual picture word lists, dictionaries, and class reference books of words and their meanings
- creating bilingual texts for the school community, such as signs or notices
- performing presentations for the school community that involve elements from the language and from English, such as a contribution to an assembly or a performance for Grandparents' Day
- creating bilingual resources for classroom learning activities, such as sets of word cards for matching games
- writing captions for a photographic display to show parents/others about a class event or experience, such as sports day or caring for the environment activities

Identity

Describe aspects of self, such as family, school/class and language/s spoken, considering how these contribute to their sense of identity

[Key concepts: identity, self, family, belonging; Key processes: describing, explaining, identifying]

(ACLFWC139)



Elaborations

- describing self and their family, for example, by drawing pictures of immediate family members or creating a family tree and labelling it with appropriate kinship terms
- identifying self in relation to different groups, such as family, class or peer group, and representing these relationships through drawing captioned pictures, photos or digital presentations (Aboriginal and Torres Strait Islander students may be able to depict their totems/moieties and other affiliations)
- exploring the idea of collective identity through symbols and practices such as Aboriginal and Torres Strait Islander flags, items of dress, use of colours and patterns
- noticing and comparing their own choices and use of words or expressions from different languages when communicating in English
- recognising the relationship between language, place and family in the formation of identity in Aboriginal and Torres Strait Islander communities

Reflecting

Elaborations

Notice how using different languages involves some different ways of communicating and behaving

[Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding]

(ACLFWC140)



- capturing and sharing their impressions when singing songs, dancing, reading stories or playing games in the language, for example, by responding to teacher prompts in language or English, such as, *What do you hear? What do you see? What do you notice about...? Why do you think that? How is this similar/different to...?*
- noticing similarities and differences between the language and English/other known languages in relation to cultural elements, such as the names of foods and animals particular to the climate and environment; and in cultural practices, such as sharing in extended families, special times, story-telling, yarning
- considering how they communicate with different friends and family members who have different language backgrounds
- describing how it feels to use the language in the classroom and with visiting Elders and community members

Understanding

Systems of language

Learn the different sounds of the language and link these to written symbols and conventions

[Key concepts; pronunciation, intonation, writing; Key processes: imitating, noticing, distinguishing, reading aloud]

(ACLFWU141)



Elaborations

- noticing and distinguishing sounds of the language and matching these with written symbols
- recognising when the language is being spoken and distinguishing sounds of the language from English sounds and other known languages
- experimenting with sound patterns in song, noticing how words and expressions can be separated into syllables to fit different tunes and rhythms
- reading texts aloud to strengthen their familiarity with sound–symbol relationships, experiment with rhyme and alliteration and with written representations of these features
- recognising and imitating intonation patterns associated with statements and questions, and understanding how these are distinguished in writing
- learning that writing systems represent sounds and meanings, and becoming familiar with how the alphabet associates individual sounds/ a range of sounds with particular letters/ combinations of letters
- noticing the shared alphabetic base of the language, English and other languages, with some differences
- learning the conventions associated with the written form of the language, such as spaces between words, direction of writing and page layout, and comparing these with written forms of English and other known languages
- associating written forms of morphemes, words and phrases with spoken forms of the language

Recognise the function of different word types and understand basic elements of language structures

[Key concepts: word function, word order, patterns, rules; Key processes: identifying, recognising, noticing]

(ACLFWU142)



- understanding that words in the language have different functions, for example, words for things, words for actions, and that these functions are also found in other languages, such as English
- identifying people, places, things and events using:
 - nouns, for example, family, kinship, plants/ animals, items in immediate natural and built environments
 - pronouns, for example, personal, interrogative, kinship, demonstrative
 - verbs for simple actions, states and processes
 - terms to qualify, quantify, classify or compare things, for example, size, colour, number
 - adverbs, for example, of location, time and manner
 - simple forms of negation
- becoming aware of how word order may differ from English, for example, noun + qualifier vs qualifier + noun, 'child happy' vs 'happy child'
- recognising the use of common affixes on nouns, for example, the man's dog", to the river", in the sea"
- learning the use of common affixes on verbs, for example, to indicate tense or mood
- understanding and using metalanguage to describe word types, for example, *noun*, *pronoun*, *verb*
- understanding that some parts of the language may have fallen into disuse and not be known today
- noticing that new words can be formed from within the language itself, rather than borrowed from other languages
- noticing that compared to English some words may be left out (ellipsis), or must be included or repeated in phrases and sentences, for example, "(it) went", "big (dog) ate (it)"

Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages

[Key concepts: communication, narrative; Key processes: recognising, identifying]

(ACLFWU143)



- understanding that there are different ways of telling a story, such as Elders yarning, through song, dance, music and associated visual design and spectacle, and through painting (body, bark, rock, sand)
 - understanding that texts have a purpose, for example, greetings, Welcome to Country/Acknowledgement of Country/Place, traditional stories, paintings, songs and dances that convey community-wide messages
 - identifying some features of stories, for example, the fact that they are often about journeys across Country/Place, involving landforms, animals and plants
 - noticing how texts such as storybooks are sequenced and organised, for example, by identifying the main title and the connections between pictures and text
 - recognising that communication can also occur through sign language
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Identify elements of the kinship system and its links to place and natural species

[Key concepts: kinship and totemic relationships, place, ceremonial expression; Key processes: identifying, recognising]

(ACLFWU144)



- using kinship charts to identify kinship terms for immediate family, comparing with terms used in own family
- recognising that Aboriginal and Torres Strait Islander peoples have their own personal relationships with animal species and natural phenomena
- recognising that Aboriginal and Torres Strait Islander peoples have a personal relationship with language and place
- identifying skin names, moieties and other groupings where appropriate
- identifying which stories belong to which natural features, including animals, plants, topographical features and recognising their significance

Language variation and change

Elaborations

Recognise that different words and language forms are used to address and communicate with people according to relationship and context

[Key concepts: kinship, context; Key processes: noticing, recognising]

(ACLFWU145)



- noticing that different forms of address and kinship terms are used depending on the relationship between participants
- recognising that the way someone is related to others affects how he or she speaks to them
- recognising that ways of speaking vary according to context and situation, for example, language used when interacting with peers during playground games is different to that used with the teaching team and with visiting Elders/community members
- recognising that language used in particular interactions can vary between cultural contexts, for example, the use of titles in English compared to kin categories in the language

Notice that languages borrow words from each other

[Key concepts: relatedness, borrowing; Key processes: identifying, recognising, comparing]

(ACLFWU146)



- noticing Aboriginal or Torres Strait Islander words and phrases used in everyday Australian life, for example, *koala*, *euro*, *billabong*, *dingo*
- recognising that some words in the language have come from other languages
- recognising words in English that have been borrowed from other languages

Language awareness

Elaborations

Recognise that the language is part of the broader regional and national language diversity

[Key concepts: linguistic diversity, relationship; Key processes: identifying, recognising]

(ACLFWU147)



- identifying/recognising Indigenous languages in the environment, for example, street names, names of parks
- recognising that there are many different Aboriginal and Torres Strait Islander languages in Australia, for example, by viewing Language maps of their region, their state and the whole of Australia
- identifying neighbouring Indigenous languages of their region
- recognising that linguistic diversity in contemporary Australia includes Indigenous as well as non-Indigenous languages, and that Australia has many languages, for example, by identifying languages used by different classmates by creating a class profile or language map
- recognising that some Indigenous languages in Australia are strong, while others are endangered or in the process of being revived or reclaimed
- recognising shared vocabulary across groups of Aboriginal or Torres Strait Islander languages, for example, words such as 'hand', 'water', 'crow'

Understand that language belongs to communities, and that language learning requires the application of respectful and appropriate behaviour

[Key concepts: ownership, custodianship, belonging, respect; Key processes: demonstrating, applying]

(ACLFWU148)



- understanding that each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are the language owners or custodians
- demonstrating and applying respectful and appropriate behaviours, including appropriate language forms, in the presence of visiting Elders/community members and during visits to important sites
- understanding the purpose of Welcomes to Country/Acknowledgements of Country, and talking about their experiences of participating in Welcomes and Acknowledgements, for example, at school, sporting events, festivities

Role of language and culture

Elaborations

Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them

[Key concepts: Country/Place, language, culture, symbol; Key processes: noticing, recognising, questioning, making connections]

(ACLFWU149)



- exploring culture as an essential part of human life, understanding that it is shared and passed on between generations; that it includes observable elements, such as ways of cooking or greeting, symbols such as flags and colours, as well as things that are not observable, such as beliefs and values, people's ways of thinking about themselves and others and relating to their environment
- recognising that in each culture there are general rules of what to say and do, when, where and with whom, and that these rules differ from culture to culture
- recognising that beliefs and behaviours are woven into and expressed through languages, and cannot be separated from them
- noticing how respect for Elders and Country/Place is built into the language
- recognising significant cultural symbols and features in the language, for example, in song, visual design, dance moves
- recognising that languages encapsulate values held about lands, waters and sky, for example, in expressions and concepts such as Caring for Country

Role of language building

Elaborations

Recognise that learning Aboriginal and Torres Strait Islander languages can provide language revival benefits to communities

[Key concept: language ownership, language revival; Key processes: identifying, engaging]

(ACLFWU150)



- understanding that language is communally owned and therefore owners must be consulted regarding any use of it, including learning it in school
- identifying and engaging with local identities/personalities/people who are involved in language revival efforts
- considering why learning an Aboriginal and/or Torres Strait Islander language is important in Australia

Build the resources of the language by creating, performing and recording new texts, and by creating new contexts for its use

[Key concepts: language ownership, language revival; Key processes: noticing, building resources]

(ACLFWU151)



- using the language in performances at school and wider public community events
- building language resources, for example, by creating posters and/or language/cultural displays, and by working with the community language team to create new games and songs in the language
- noticing that new words can be formed from within the language itself, rather than through borrowing words from other languages

Framework for Aboriginal Languages and Torres Strait Islander Languages

Foundation to Year 2 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages LR pathway are generalised in order to cater for the wide range of languages which may be learnt as an LR within the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander Languages.

The Achievement Standards in the Language Revival Learner Pathway will be shaped by the current progress of language revival for a particular language, and by the amount of vocabulary and variety of language structures available for teaching and learning.

By the end of Year 2, students interact with the teaching team, Elders and community members to talk about themselves and family, using familiar modelled language and gestures. They use appropriate protocols when interacting with Elders and community speakers, such as appropriate forms of address, terms of respect and behaviour. They use movement, gestures and modelled questions and responses to participate in guided group activities, for example, collaborating to adapt and perform action songs. They interact in familiar classroom exchanges, using routine classroom language, movement, gesture and action, for example when requesting objects, responding to simple questions, following instructions. They identify key information about Country/Place, under the guidance of Elders and community members. They use simple statements, gestures and written captions to demonstrate their understanding of Country/Place, for example, by naming bush foods, animals, plants and natural objects, and by classifying and labelling these into culturally appropriate categories. They identify places in the local area which have names in the language. They respond to texts such as stories, songs, dance and visual art through singing, miming, play-acting, drawing, action and movement. They demonstrate their understanding by identifying key animals, birds and other characters or by retelling/describing elements of images, performances or stories. Students use familiar words, patterns and support materials to create and present shared stories, songs and performances. They translate and explain the meaning of symbols, words, simple phrases and gestures used in everyday contexts and situations. They create simple bilingual texts for the classroom environment. They identify markers of their own identity, such as family, school/class membership and language/s spoken, and compare these to the importance of Place, family and relationships in Aboriginal and Torres Strait Islander communities. Students identify similarities and differences in the ways people communicate and behave in different languages and cultures

Students are familiar with most sounds in the target language and can link these to written symbols and writing conventions. They use metalanguage to describe basic structures of the language, recognising that some elements may have fallen into disuse and be unknown today. They understand that messages in Aboriginal and Torres Strait Islander languages can be communicated in a number of ways, such as Elders' story-telling, or through song, dance and visual design. Students identify elements of the kinship system when appropriate, and recognise that Aboriginal and Torres Strait Islander peoples have their own personal relationships with Place, natural species and phenomena. They identify which stories belong to which natural features, including animals and plants. They know that different words are used to address and communicate with different people, depending on relationship and situation. They identify words in the language that have been borrowed from other languages. They recognise that many different languages are spoken at their school, in their local community, and in other parts of Australia. They identify how language use reflects where and how they live and what is important to them. Students identify the importance of learning Aboriginal and Torres Strait Islander languages, including the benefits to communities of language revival. They recognise that new words can be formed from within the language itself and work with the community language team to build resources for the language, such as new games and songs.

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 3 to 6

The nature of the learner, the pathway and particular language

The Language Revival Learner Pathway (LR) provides opportunities for students to study Aboriginal or Torres Strait Islander languages being revived by their owners or custodians and which are in various stages of revitalisation, renewal and reclamation.

LR covers a much broader range of language types and ecologies than either L1 or L2, and the vast majority of Aboriginal languages and Torres Strait Islander Languages are included in the LR category.

Schools teaching the Language Revival Learner Pathway (LR) will most likely be located broadly within the geographical region of the language and culture, sometimes in towns and cities, at other times in rural and remote regions. Classes will likely include students who relate closely to the language and culture, students with varying degrees of affiliation with the language and culture, and students who have no connections to either the language or culture. A key expectation in the LR pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.

The Language Revival Learner Pathway draws on the Australian Indigenous Languages Framework (AILF) and takes into account key variables such as: how much is known about and documented for the language; the extent to which it is used or remembered, ranging from no longer being spoken (owners often use the term 'sleeping') to being spoken fluently by members of the older generations; and the extent to which the language has been reintroduced into the community of owners and custodians.

These variables give rise to the following broad categories of language revival:

- **Language Revitalisation:** where there are fluent L1 speakers (typically members of the older generation) but the intergenerational transmission of the language has been interrupted. Younger generations may understand some of the language and may use some words and phrases but do not speak it as their first language. Examples of revitalisation languages include Walmajarri in the Kimberley, Yindjibarndi in the Pilbara, Meriam in the Torres Strait, Dyirbal in north-eastern Queensland, Wubuy (Nunggubuyu) in Arnhem Land, and Adnyamathanha (Yura Ngawarla) in the Flinders Ranges.
- **Language Renewal:** where there are a number of adult speakers who use the language to varying degrees in the community, but not 'right through', and where other language resources are drawn upon. Examples of languages being renewed include Noongar in south-west Western Australia, Gumbaynggirr on the north coast of New South Wales, Ngarrindjeri on the Lower Murray Lakes in South Australia, Djabugay in the Atherton Tablelands in northern Queensland, and Yugambeh in southern Queensland.
- **Language Reclamation:** where language revival, by necessity, relies primarily on historical documentation of the language in the absence of active community knowledge of it. Examples of reclamation languages include Kurna from Adelaide, Narungga from the Yorke Peninsula, Dharuk or Eora (Iyora) from Sydney, Yuwibara from central Queensland, Wemba-Wemba and Woiwurrung from Victoria, and Awabakal from the Newcastle area in New South Wales.

A number of factors and variables will need to be considered when planning for a language revival curriculum or program, and further information on these is presented in the context statement for this pathway and in the section Using the Framework.

At this level children are developing awareness of their social worlds and of their membership of various groups. They are widening their social networks, experiences, and communicative repertoires, and gaining greater awareness of the world around them. They benefit from varied activity-based learning that builds on their interests and capabilities and makes connections with other learning areas.

Language learning and use

Learners interact with peers, the teaching team, Elders and community members in a variety of learning experiences and activities, using as much language as possible and incorporating sign language as appropriate. Learners use formulaic phrases to participate in classroom routines, presentations and structured conversations. They respond to teacher-generated questions about texts, participate in games, and follow instructions and procedures.

They focus on aspects of their personal worlds and are introduced to content related to the Country/Place and language community.

The development of oral proficiency relies on rich language input. Learners engage in a lot of listening, developing active-listening and comprehension skills by using contextual, grammatical, phonic and non-verbal cues. They extend their oral fluency by focusing on sentence-level intonation and stress, including elements of sign language as appropriate.

Learners participate in shared and guided reading and learn to apply their knowledge of key words and textual features to predict the meaning of unfamiliar language. They use modelled language to create new texts. They require opportunities to extend their language use, for example, by connecting sentences and expanding vocabulary, to the extent made possible by the resources available in the revival language.

Learners are expanding their knowledge of vocabulary and sentence construction. They develop metalanguage for describing additional aspects of the target language and exploring how it works.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team, with additional enrichment and authentication of the learning experience provided through access to Elders and other speakers living in the same community. Interacting with Country/Place to explore the environment and learn about Country/Place with Elders and other community members is essential to learning the language. Students may also have access to community centres, such as interpretative museums or art and language centres.

Texts and resources

Country/Place and the community are the most important resources for learning and are the origin of most of the texts children engage with.

Learners interact with a growing range of spoken, visual, written and digital texts that use as much language as possible. These include historical documents, photographs, maps, songs, raps, performance, stories, local environmental and social programs, painting and visual design. Additional teacher-generated materials include games and items from the community and local environment. Some texts will include the use of English or another community language in a complementary role, for example by filling in for items or expressions that have not yet been reconstituted in the language. Other texts will be bilingual, without mixing languages.

Level of support

The primary source of support for learners is the teaching team, who provide instruction, explanation, examples, modelled language use, repetition, reinforcement, and feedback on student work. Tasks and activities are carefully scaffolded and resourced, with sufficient time allowed for experimentation, drafting and redrafting. Learners are provided with opportunities for practice and with guidance in using dictionaries, word charts, vocabulary lists and historical documents.

The role of languages

Learners are encouraged to use the language whenever and to the extent possible in class interactions and daily routines with the teaching team, Elders and community members. Maximal use of the language will increase learners' development of language proficiency and enhance the process of language revival.

English and other known languages are used for explanation and discussion, allowing learners to talk about differences and similarities they notice between the language and their first language(s) and culture(s), to ask questions about language and culture, to consider how they feel when they hear or use the language, and to talk about how they view different languages and the people who speak them. This introduction to the 'meta' dimension of intercultural learning develops the ability to consider different perspectives and ways of being as mediated by language.

For those revival languages that are at the 'beginning' end of the revival spectrum, English or another community language might be used in a complementary fashion, for example, to fill in for missing words or expressions. Alternatively, language owners and the community in general may decide to side-step these gaps altogether, thus avoiding the need to use other languages.

Years 3 to 6 Content Descriptions

Communicating

Socialising

Interact with peers, the teaching team and visiting Elders/community members about aspects of personal worlds, such as experiences at school, home, everyday routines, interests and activities
[Key concepts: relationship, kinship, family, experience; Key Processes: describing, sharing, responding, recounting]

(ACLFWC152)



Elaborations

- describing self in relation to daily routines, family and friends, pastimes and aspects of school and home life
- sharing and reflecting on learning experiences, such as visits, meetings, school and community activities with class members, using gestures, illustrations and graphics to support commentary
- recounting specific events or experiences, using familiar and modelled language
- asking and responding to questions to identify/describe features of people, plants, animals and items in the environment, for example, by referring to colour, size, number, location
- talking about aspects of their personal worlds, such as interests and leisure activities
- describing other people, such as family members, friends and teachers, for example, by identifying their kin relationship
- showing interest in and respect for others, for example, by expressing praise or encouragement
- expressing personal experiences and future plans, using modelled sentence patterns

Participate in guided tasks that involve following instructions, making things, cooperating with peers, planning for and conducting shared events, activities or school performances

[Key concepts: collaboration, planning, performance; Key processes: compiling, planning, rehearsing, making]

(ACLFWC153)



- participating in excursions with Elders and community members to experience story places or keeping places, listening to associated stories
 - visiting community centres, art centres or language centres and recording the experiences, for example, by developing a digital presentation or photo-story
 - working with Elders/community members to develop a short 'Welcome to Country/Place' and/or 'Acknowledgment of Country/Place' to use at formal school functions or community events
 - working together on collaborative tasks, such as designing posters, menus or invitations for special events, designing class bush tucker or a garden, creating picture books for buddy classes
 - interacting with Elders/community speakers, following instructions, for example when making an artefact, creating an art work or preparing bush tucker, using hand signs as appropriate
 - participating in and sharing responses to local cultural events and celebrations
 - participating in national celebrations and significant events, for example, NAIDOC Week, Reconciliation Week, Harmony Day, labelling and captioning photos for a class display and sharing responses through class discussion
 - creating a skit, performance or action game to introduce a buddy class to aspects of the language and associated culture, for example, individual words, gestures or expressions associated with common exchanges such as introductions, items and artefacts
 - engaging in shared tasks which involve planning and collaborating, for example, preparing, rehearsing and conducting public presentations and performances, such as an item for a school assembly or a digital presentation about a significant event
 - giving directions, for example, to guide others to specific locations
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Participate in everyday classroom activities and routines, such as responding to questions and requests, asking permission, requesting help

[Key concepts: routine, interaction; Key processes: responding, contributing, enquiring]

(ACLFWC154)



- using rehearsed phrases and sentences to initiate and respond to language used in familiar classroom routines and exchanges, such as requesting a drink, asking permission to leave the classroom, borrowing equipment using rehearsed phrases and sentences
- recognising and rehearsing interjections or fillers used in everyday conversations
- asking simple questions and responding with simple statements, for example, asking for help, providing repetition or clarification
- enquiring about and describing the location of classroom items and materials
- preparing and displaying a set of agreed classroom procedures
- participating in class activities that involve vocabulary, actions, signed expression or board/digital games

Informing

Elaborations

Gather, record and classify information from a range of sources from Country/Place, historical documents and contemporary resources

[Key concepts: community life, leisure, environment, Indigenous knowledge, health, well-being; Key processes: identifying researching, compiling, presenting, tabulating, categorising, giving directions]

(ACLFWC155)



- finding out the origins of Indigenous names, for example, of streets, city parks, rivers, public institutions, social programs in their area
 - labelling, ordering and classifying natural objects from the environment according to Indigenous taxonomies
 - obtaining information from a variety of sources about the natural environment, for example, by listening to visiting Elder/community members, reading, viewing, consulting historical resources and photos, and presenting findings in chart, poster, table, graphic or digital form
 - reading, viewing or listening to simple texts such as posters, signs, historical documents, word lists, answering questions by selecting from options and filling in gaps
 - viewing a demonstration, for example, of cooking bush tucker, cooking in an earth oven, and recording key words/phrases related to processes associated with the collection and preparation of food
 - surveying peers and community members on different topics, for example, favourite television programs, video games, foods, football teams, sports or bands, after school activities/time spent in those activities, languages spoken; and presenting results in chart, graph or digital formats
 - labelling, drawing and matching inside and outside body parts
 - observing and reading signs of Country/Place with the guidance of Elders/community speakers, for example, the presence of bees, dragonflies, changing colours of bark, different tracks, tides, seaweed dumps, regeneration of vegetation, special (warning) calls of birds, turtle mating, ripening of fruit, changes in the night sky; and recording these details through photos, pictures, diagrams, captions, simple descriptions and commentaries
 - classifying different types of plants/parts of plants and their uses, for example, what different parts are used for or which are poisonous, presenting findings in chart, poster, table, graphic or digital form
 - mapping Country/Place in various forms, for example, on paper, in sand or mud, labelling key topographical features and infrastructure and making simple statements about their locations in relation to other places, for example, *east, west, near, far, other side of...*
 - investigating and discussing where appropriate the meaning of personal and family names of Aboriginal and Torres Strait Islander origin
 - surveying and comparing healthy ways of eating, for example, by identifying what is available from the school canteen and listing which healthy foods they like to eat, recording and presenting results in chart, graph or digital format or by giving an oral presentation
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Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams

[Key concepts: Country/Place, community life; Key processes: creating, presenting, profiling]

(ACLFWC156)



- talking about Country/Place, using a range of location and direction terms
- presenting information about events and activities in Country/Place through spoken, print and digital forms
- creating a profile of a prominent community figure, for example, a sports personality, community leader/negotiator/spokesperson, a musician or artist
- organising and presenting information relating to language and culture, for example different expressions of storying, art or dance, using simple sentence structures, familiar vocabulary and concrete materials
- creating a video clip that incorporates captions and commentary to demonstrate procedures for activities such as preparing and cooking bush tucker, making tools, decorating artefacts, playing a favourite computer game, sport or playground game
- creating texts such as flyers, posters or posts on the school website to advertise an upcoming event

Creating

Elaborations

Listen to, read and view different real and imaginative texts, identifying and making simple statements about key elements, characters and events, and interpreting cultural expressions and behaviours

[Key concepts: visual design, representation, journey; Key processes: participating, describing, predicting, recalling, responding, listening, shared/guided reading; Key text types: songs, dances, stories, paintings and visual design, video clips]

(ACLFWC157)



- recalling, illustrating and describing main characters and events in stories, songs and performances, for example, by selecting descriptive modelled statements as captions to their pictures or responding to questions, such as, *Who? Where? How long? What?*
- participating in shared and guided reading/listening/viewing of real and imaginative texts, for example by making predictions about the development or flow of ideas, using contextual and visual cues, responding to questions and comparing responses to different characters, ideas and events
- conveying understanding of plot and sequence in texts, for example, by re-creating a sequence using a storyboard, labelling key events or creating a timeline
- mapping sites, landforms and other features of Country/Place through which a travelling story/storyline passes
- listening to Elders/community members tell stories on Country/Place, interpreting hand signs and gestures, retelling parts of the story, for example, in sand, through painting or by performing, using a combination of words/phrases, illustrations, movements and visual props
- listening to Elders/community members telling stories from their local area, and responding by retelling parts of the story
- interacting/engaging with artistic expression/techniques appropriate to Country/Place, such as paintings, drawings, etchings, sculptures and dance, interpreting messages conveyed through these different forms
- discussing key messages expressed in stories, songs and dance, such as social values and rules for living, comparing them to messages conveyed by stories in other cultures and languages
- responding to a specific creative text by adapting the original to create a new version, for example, by re-sequencing events, adding new elements, changing time, location or character, or creating an alternative ending
- understanding and discussing the importance of story/storytelling in transmitting and maintaining language and culture

Create and present real and imaginative texts suitable for a particular audience, using familiar expressions and modelled language

[Key concepts: imagination, entertainment, audience; Key processes: imagining, creating, experimenting, performing, storytelling; Key text types: raps, songs, dramatic performances, digital texts, video clips, skits, paintings and visual design]

(ACLFWC158)



- creating and performing their own stories, songs and skits, incorporating non-verbal elements to enhance audience comprehension and entertainment, for example, gesture, facial and vocal expression
- experimenting with different ways of telling stories, using a range of different texts, for example, oral texts, photo stories, e-books, dance, visual design, drawings on soft and hard surfaces
- creating, performing and presenting imaginative texts such as skits, songs and raps, using digital techniques
- creating real or imaginary characters, places or animals and presenting them through performance, digital display or visual representation
- incorporating onomatopoeic sounds into written/performed texts to enrich the texts and to entertain readers/the audience
- creating imaginative texts to entertain younger audiences, for example, audio Big Books, puppet plays, performances for the school or community, cartoons, video clips, vokis or animation, selecting language and images that enrich the visual or listening experience
- creating shared art work (visual or performative) to tell a story, using symbols and expressive techniques appropriate to Country/Place

Translating

Translate simple texts from the language to English and vice versa, identifying elements which require interpretation rather than translation and involve cultural references

[Key concepts: equivalence, meaning, translation; Key processes: translating, predicting, selecting, comparing]

(ACLFWC159)



Elaborations

- using visual or print dictionaries, word lists and pictures to translate simple familiar texts such as labels, signs, captions, charts, posters, applying knowledge of grammatical rules and context, for example, by locating word stems or by removing affixes
- translating texts, identifying culture-specific concepts and expressions that do not easily translate into English, for example, language related to artefacts, place names, landforms, kinship relations
- explaining to others culture-specific words that do not easily translate, such as language associated with artefacts, implements and kinship terms of address
- identifying words and phrases that have more than one literal meaning
- explaining the meaning of art works and performances to others, including the use of symbolism

Create bilingual texts for the classroom and the school community, such as songs, picture dictionaries, captions for images and displays, photo stories

[Key concepts: bilingualism, expression; Key processes: performing, describing, code-mixing, captioning]

(ACLFWC160)



- creating bilingual wall charts or picture dictionaries with captions and simple descriptions in English to explain language words and related cultural ideas
- performing bilingual versions of familiar songs, for example by alternating lines/verses between the two languages
- creating bilingual texts such as posters and songs, and discussing how to represent meaning in different languages for different audiences
- creating bilingual texts such as brochures, posters or invitations to inform others about upcoming events

Identity

Elaborations

Explore their own sense of identity, including elements such as family, friends, interests, membership of groups, and consider markers of identity that may be important across all cultures

[Key concepts: identity (individual and group), kinship, community, membership; Key processes: creating, representing, discussing, comparing]

(ACLFWC161)



- creating a class wall chart or family tree, labelling with appropriate kinship terms (Aboriginal and Torres Strait Islander students may be able to source information about their totems/moieties and other affiliations from home, family and community sources)
- investigating and discussing, as culturally appropriate, the meaning of personal, family and other names and their significance as markers of identity
- working with Elders to map community-wide links between families according to known kin links
- designing visual representations, such as concept maps, posters or captioned slide presentations, of their group memberships, for example, friendship, family, sporting, interest and community groups, moieties, and discussing what such membership means to their sense of identity
- creating a profile to capture their sense of personal identity, for example, through an avatar or montage, using key words and expressions and commenting on the significance of particular events, influences or interactions
- considering how their individual upbringing and experiences impact on their assumptions/attitudes when participating in intercultural interactions, for example, in relation to notions of leisure/free time or family and community responsibilities
- talking about ways local Aboriginal and Torres Strait Islander communities express elements of their shared identity, for example, through behaviours associated with sporting teams, distinctions between coastal versus inland communities, through community events and profiling of identities from their community
- noticing and comparing their use of words or expressions from different languages when communicating in English and discussing how this relates to their sense of identity
- monitoring their development as learners of the language, for example, by recording learning experiences, reflections in blogs, learning logs or journals
- identifying markers of identity that may be important across all cultures, for example, family, community, location, language, age, gender
- exploring the concept of collective identity by designing an item, such as a language flag or artefact, that incorporates elements of importance to the language/community

Reflecting

Elaborations

Notice and describe ways in which the language and associated communicative behaviours are similar or different to other known languages and cultures

[Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]

(ACLFWC162)



- noticing how respect is shown to Elders in the community, through practices such as terms of address and expressions of deference, and comparing to practices associated with other languages and cultures
- noticing aspects of communication and cultural expression characterised or reflected in language stories, songs, visual design, dance or audio/visual media such as IndigiTUBE, and reflecting on/comparing their individual responses to these elements
- comparing their own and each other's reflections on the experience of participating in and learning the language, and considering whether their attitudes or understandings have in some respects changed through the experience
- comparing observations about how interactions in the language feel different to interactions in English and other known languages, identifying different ways of socialising or communicating that seem to be culture-specific

Understanding

Systems of language

Elaborations

Distinguish and produce the speech sounds of the language, understanding how these are represented in writing

[Key concepts: punctuation, upper and lower case letters, diacritics, intonation, spelling; Key processes: identifying, discriminating, noticing, listening, reading]

(ACLFWU163)



- identifying meaningful sounds, syllables and morphemes in words and phrases
 - confirming sound–symbol correspondences in the language by reading syllables, morphemes and words for meaning
 - using conventions of the written language, for example, punctuation, capitalisation, diacritics, digraphs, to support links with the spoken language
 - identifying morphemes, words and phrases in speech and matching these with their written forms
 - paying attention to consistency in the spelling of the language, with direct reference to the sound system of the language
 - noticing variations in pronunciation of the same word by different speakers and discussing whether this can be reflected in the spelling of the word
 - recognising that in some cases the original sound/parts of the sound of some words in the language may be unknown, considering possible reasons for this
 - understanding that other languages may suggest historical pronunciations for the language
 - learning that very similar languages may have different spelling systems, and how this may mask similarities of their sound systems
 - recognising which speech sounds are not typical for the language, and which sounds are very common, identifying where these can occur in words
 - using knowledge of sound–symbol correspondences to read familiar and new words out aloud from their written forms
 - noticing the various roles of the speech organs in the production of sounds in the language, and comparing these with English and other known languages
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Expand vocabulary in the language through word-formation processes and recognise and use simple language structures [Key concepts: word formation, word class, grammatical person and number, negation, metalanguage; Key processes: noticing, comparing, applying, understanding, modifying meaning]

(ACLFWU164)



- exploring known word formation processes, for example, changing a word with the addition or change of a suffix or prefix to convey different meanings
- constructing expressions that refer to people, places, things and events using:
 - nouns and adjectives in phrases, for example, compound nouns, reduplications and nominalisations, adjectives without an associated noun
 - sentences without verbs, for example, 'This (is) my bag'
 - pronouns, for example, personal, kinship, demonstrative and interrogative in all persons and numbers
 - determiners and quantifiers, for example, 'some', 'every', 'other', 'few', 'much', 'all', and words for groups
 - marking to indicate possession and other types of association, for example, 'Let's go for water'
 - transitive and intransitive verbs
 - verbs of stance used in existential expressions, for example, 'There is a creek lying near the road'
 - verbs to talk about actions, processes, thoughts and feelings
 - moods of verbs, including statements, questions, imperatives, commands, intention, purpose, likelihood, reported speech
 - negation
- expressing time, manner, attitude and place according to available language resources, such as:
 - tenses, including past, present and future/non-past
 - temporal expressions, for example, day–night cycle, lunar and seasonal cycles, 'before', 'after', 'soon', 'recent', 'long ago', expressions for cosmological time
 - expressions of frequency, for example, 'often', 'always', 'once', 'briefly'
 - attitudinal particles, for example, 'maybe', 'it is said', 'what do you say?', 'would you mind?', 'you see'
 - locational cases, for example, 'in', 'an', 'at', 'near', 'besides', 'to', 'towards', 'from'
 - adverbs of manner, location and time, for example, 'again', 'more', 'in turn', 'too late', 'as well'
 - structuring and linking clauses, for example, using coordination, subordination, embedding
- understanding that rules vary between languages, for example, in relation to word-formation, word order at phrase and sentence level
- making comparisons and identifying patterns in and between languages, for example, free and fixed word order, tenses in verbs, use of affixes versus prepositions
- noticing similarities between particular vocabulary sets in

languages from the same region, such as words for body parts, kinship terms

- developing metalanguage for talking about language, for example, *noun phrases*, *suffixes*, *prefixes*, *tense*, *transitivity*, using resources from both the language and English

Understand that texts such as stories, paintings, songs and dances have distinct purposes and particular language features

[Key concepts: text, features, purpose; Key processes: recognising, identifying, distinguishing, applying, linking]

(ACLFWU165)



- distinguishing the purpose and characteristic features of different types of texts, for example, stories are usually about journeys across Country and convey explanations about why features of Country exist and are important
- understanding that for many Aboriginal and Torres Strait Islander languages conventions of written text are in the process of being developed
- recognising language features typically associated with familiar texts, for example, the use of imperatives in games, instructions and procedures, and the use of past and habitual tenses in stories
- linking ideas using appropriate grammatical forms and processes, for example, connectives, serialisation, embedding
- recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon
- investigating the purpose and use of sign language in various Aboriginal and Torres Strait Islander languages, for example, for hunting, for recent bereavement, for communicating at a distance, for restricting who can understand the message

Recognise how kin relationships link people, Place and story

[Key concepts: kinship system, ways of talking, human relationships, interrelatedness; Key processes: recognising, interpreting, discussing]

(ACLFWU166)



- interpreting kinship charts to identify kin terms for wider family groupings, and comparing these with terminology used in other languages and cultures, for example, for maternal versus paternal grandparents, the presence or absence of birth order names
- discussing links between people, stories and Country/Place and the social importance of connections to History
- recognising that certain places have historical and contemporary significance to the community, representing special bonds between people, Place and story
- understanding that songs, stories and other forms of artistic expression can be recreated/traced and contextualised in contemporary circumstances

Language variation and change

Elaborations

Understand that speakers vary language forms according to kin relationship and context of situation

[Key concepts: kinship, respect, register, silence, taboo; Key processes: observing, examining, explaining, investigating; noticing, recognising]

(ACLFWU167)



- observing how language is used to establish, maintain and reflect kin-based relationships
- noticing word taboo in Aboriginal languages and Torres Strait Islander languages
- observing that expressions can be made more or less formal or casual to suit the relationship between speakers
- reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour

Recognise that languages change over time

[Key concepts: regional languages, language shift, language loss, borrowing, relatedness; Key processes: identifying, recognising, comparing]

(ACLFWU168)



- identifying words that are the same as or similar to neighbouring languages
- understanding ways in which languages influence one another, for example, language shifts, shared writing systems, loan words
- discussing loan words that have been incorporated from other languages to describe new concepts, for example, words for new things, including technological innovations
- understanding that language and culture together continually change as a result of contact with other languages and cultures

Language awareness

Elaborations

Explore the language situation of language communities and the diversity of language contexts in Australia

[Key concepts: change, sign, context; Key processes: recognising, discussing, investigating]

(ACLFWU169)



- investigating the nature and state of health of Aboriginal and Torres Strait Islander languages across Australia and in their region
- recognising that many Aboriginal and Torres Strait Islander people are multilingual, and discussing reasons for this
- learning about the current language situation in the language: its state of health, the nature of the speech community and generational differences, and discussing reasons for these characteristics
- recognising that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival, and investigating the diversity of historical causes for this
- recognising how Aboriginal and Torres Strait Islander languages have been transmitted and recorded across generations
- exploring how physical and biological environments affect linguistic ecology
- recognising shared vocabulary across Aboriginal and Torres Strait Islander languages, and understanding why there might be variations in spelling
- recognising dialectal differences and similarities within languages
- investigating ways in which Aboriginal and Torres Strait Islander languages are used in the local region and in the wider Australian community, for example, in the media, in art galleries, festivals, on public transport

Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined

[Key concepts: ownership, custodianship, cultural safety; Key processes: recognising, observing, discussing]

(ACLFWU170)



- observing and discussing protocols surrounding the retelling and sharing of stories
- recognising and using principles and protocols of cultural safety when engaging with cultural material/property, such as names of things, peoples and places, visual and aural recordings, art work
- understanding how and when Welcomes and Acknowledgements are required and who is entitled to deliver them

Role of language and culture

Elaborations

Explore connections between identity and cultural values and beliefs and the expression of these connections in Aboriginal and Torres Strait Islander languages

[Key concepts: Country/Place, cultural expression and transmission, values, beliefs, spirituality; Key processes: observing, making connections, discussing, investigating]

(ACLFWU171)



- understanding the role of Aboriginal and Torres Strait Islander languages and cultures in caring for Country/Place and the environment
- investigating how Aboriginal and Torres Strait Islander peoples express their relationship with the natural environment through language, for example, words/expressions associated with seasons, stars, winds, reefs, rivers, waterholes, plants and animals
- gaining understanding through discussions with Elders of the importance and significance of Welcome to Country/Place
- understanding that Aboriginal languages and Torres Strait Islander languages are keeping places for cultural, environmental and social knowledge
- recognising that song and song language play a central role as keeping places of knowledge
- understanding that Aboriginal languages and Torres Strait Islander languages have a rich oral literature, which recounts epic journeys and events associated with totemic ancestors/cultural heroes, and that these stories map the land and embody values and mores of Aboriginal and Torres Strait Islander cultures
- understanding and discussing the importance of story and the role of story-telling in transmitting language and culture
- recognising ways in which cultural values are expressed in language, for example, through forms of address, speech prohibitions and styles, language of respect, land–language associations and non-verbal communicative behaviours
- observing that concepts may be culture-specific, for example, expressing spatial awareness, how relationships are structured, how time and quantity are expressed, how land, water, sea and sky are viewed
- recognising that Aboriginal languages and Torres Strait Islander languages have various social, spiritual and cultural functions within communities

Role of language building

Elaborations

Identify available resources and protocols to be followed when building language

[Key concept: language revival, language building, language resources, keeping places, protocols; Key processes: identifying, locating, discussing]

(ACLFWU172)



- identifying and locating available language resources suitable for language building, for example, living speakers and rememberers, visual, aural and written documents, archival material
- identifying the existence and location of keeping places for texts and resources as language is rebuilt, for example, in the community, national archives, purpose-built interpretative centres
- understanding that there are protocols to be followed when building language, such as consulting and involving language owners who may want to determine how the language expands into new domains of use
- discussing potential limits and constraints of school language programs in relation to building language
- learning about language building efforts in their community and the role of particular groups in this process, for example, by visiting the local language centre, history museum or by inviting people involved in the process to talk to the class
- identifying language revival programs in other regions and reporting on processes used and resources developed
- finding examples of language revival in the categories of language revitalisation, language renewal and language reclamation, and consider what these examples contribute to the processes of language building
- understanding how language revival serves to enrich Australia's linguistic and cultural resources

Understand how the language has been recorded in the past, and how this affects language building processes

[Key concepts: language revival, language resources, linguistic techniques, documentation, keeping places, protocols; Key processes: identifying, discussing, language building]

(ACLFWU173)



- understanding how the language was recorded in the past, by whom and for what purposes
- understanding the techniques of how the language was recorded in the past, what this means to the language and how it has affected current representation of the language
- understanding reasons for different spellings of words within the language, for example, how sounds may have been misheard, meanings been misunderstood and other unintentional errors introduced in the documentation process of the language
- understanding how language resources such as living speakers, recorded texts and archival information are used in the language building process
- identifying gaps in the vocabulary of the language, considering what responses may be necessary
- helping to build a community of learners–speakers who use the language, for example, by teaching younger members of the school community and/or classes in local primary schools

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 3 to 6 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages LR pathway are generalised in order to cater for the wide range of languages which may be learnt as an LR within the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.

The Achievement Standards in the Language Revival Learner Pathway will be shaped by the current progress of language revival for a particular language and the amount of vocabulary and variety of language structures available for teaching and learning.

By the end of Year 6, students use familiar language and modelled sentence patterns to share information about aspects of their personal worlds, such as their family and friends, interests, everyday routines and activities. They interact appropriately with Elders and community speakers and apply principles and protocols of cultural safety when interacting with Country/Place and engaging with cultural material such as artefacts, works of art, texts and performances. Students ask and respond to simple questions, request help, repetition or clarification, and respond to questions and requests using rehearsed phrases and sentences. Whenever possible they use the language to interact and collaborate in games and other activities, including the use of hand signs as appropriate. They interact with Country/Place to gather information and knowledge and demonstrate their understanding of Country/Place, for example, by explaining the origins and meanings of Aboriginal and Torres Strait Islander names of streets, parks, public institutions and social programs. They label, order and classify natural objects, animals and plants, by making simple statements about key features. They identify features of landforms, infrastructure and built environment, identifying places which have special significance to community. Students listen to, read and view a range of resources in the language, such as historical documents, stories, photos, images and art works, and demonstrate understanding of content by locating, recording and interpreting key words and phrases, and locating key points of information. They present information they have obtained that relates to language, culture, environment and community personalities, using short sentence structures, familiar vocabulary, photos and concrete materials. They demonstrate understanding of stories, songs, visual design and performance, for example by mapping sites, landforms and features through which a travelling story or songline passes, or by selecting and writing simple modelled statements to describe main characters and events. They create their own texts and works of art to tell a story, incorporating illustrations and visual props, significant symbols and techniques appropriate to Country/Place.

Students use simple, formulaic language to retell excerpts from stories and to create new songs and stories, understanding their role in helping to build a community of learner-speakers who use the language. They apply their knowledge of grammar and vocabulary to translate short texts, such as word lists, labels, songs and historical texts, explaining culture-specific concepts and expressions that do not translate easily into English. They create bilingual texts for the classroom and school community that explain words and associated cultural ideas. Students identify markers of identity across cultures, and recognise the importance of language, Country/Place and culture to the identity of Aboriginal and Torres Strait Islander peoples. They reflect on their own cultural identity in light of their experience of learning the language, considering how their ideas and ways of communicating are influenced by their own cultural backgrounds.

Students know that the language has its own pronunciation, spelling and grammar. They apply this knowledge to predict the sound, spelling and meaning of new words. They use metalanguage for language explanation, for making comparisons with English forms and other known languages, for reflecting on the experience of learning the language and culture, and for explaining the purpose and techniques of language building. They describe different ways of communicating in Aboriginal and Torres Strait Islander languages, for example, through story, song, sign language and artistic expression. Students know that language use varies according to age, relationships and situation, and they identify and explain kin terms in particular Aboriginal or Torres Strait Islander languages where it is appropriate. They provide examples of how languages change over time. They recognise that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and can give some historical reasons for this. They explain the current situation of the language they are learning, including details about what is known about it, its current usage, generational differences and revival plans. They explain the importance of maintaining, strengthening and reviving Aboriginal and Torres Strait Islander languages for specific communities and for the broader Australian community. They demonstrate their understanding of the link between language, culture, Country and Place by working with the community language groups to develop a short 'Welcome to Country/Place' and/or 'Acknowledgement of Country/Place' to present at formal school functions or community events. Students describe language building efforts in their community. They explain protocols for language building, such as consulting and involving language owners. They identify contemporary and historical language materials that may assist communities with language building efforts and the challenges involved in using these. They understand their own role in helping to build a community of language-learner speakers and in the development of new language resources. They explain how the language was recorded in the past, by whom and for what purpose, and can give reasons for some different spellings of words within the language. Students know that the language is primarily oral and explain the importance of story and story-telling in transmitting language and culture. They recognise that ownership of songs, stories, dances and designs is determined by traditional kinship and other social groupings, place, History and Journey. They know that language in its various forms carries Indigenous knowledge in the context of Country/Place.

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 7 to 10

The nature of the learner, the pathway and particular language

The Language Revival Learner Pathway (LR) provides opportunities for students to study Aboriginal or Torres Strait Islander languages being revived by their owners or custodians and which are in various stages of revitalisation, renewal and reclamation.

LR covers a much broader range of language types and ecologies than either L1 or L2, and the vast majority of Aboriginal languages and Torres Strait Islander languages are included in the LR category.

Schools teaching the Language Revival Learner Pathway (LR) will most likely be located broadly within the geographical region of the language and culture, sometimes in towns and cities and other times in rural and remote regions. Classes will likely include students who relate closely to the language and culture, students with varying degrees of affiliation with the language and culture, and students who have no connections to the language and culture. A key expectation in the LR pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.

The Language Revival Learner Pathway draws on the Australian Indigenous Languages Framework (AILF) and takes into account key variables such as: how much is known about and documented for the language; the extent to which it is used or remembered, ranging from no longer being spoken (owners often use the term 'sleeping') to being spoken fluently by members of the older generations; and the extent to which it has been reintroduced into the community of owners and custodians.

These variables give rise to the following broad categories of language revival:

- **Language Revitalisation:** where there are fluent L1 speakers (typically members of the older generation) but where the intergenerational transmission of the language has been interrupted. Younger generations may understand some of the language and may use some words and phrases, but do not speak it as their first language. Examples of revitalisation languages include Walmajarri in the Kimberley, Yindjibarndi in the Pilbara, Meriam in the Torres Strait, Dyirbal in north-eastern Queensland, Wubuy (Nunggubuyu) in Arnhem Land, and Adnyamathanha (Yura Ngawarla) in the Flinders Ranges.
- **Language Renewal:** where there are a number of adult speakers who use the language to varying degrees in the community, but not 'right through', and where other language resources are drawn upon. Examples of renewal languages include Noongar in south-west Western Australia, Gumbaynggirr on the north coast of New South Wales, Ngarrindjeri on the Lower Murray Lakes in South Australia, Djabugay in the Atherton Tablelands in northern Queensland, and Yugambeh in southern Queensland.
- **Language Reclamation:** where language revival, by necessity, relies primarily on historical documentation of the language in the absence of active community knowledge of it. Examples of reclamation languages include Kaurna from Adelaide, Narungga from the Yorke Peninsula, Dharuk or Eora (Iyora) from Sydney, Yuwibara from central Queensland, Wemba-Wemba and Woiwurrung from Victoria, and Awabakal from the Newcastle area in New South Wales.

A number of factors and variables will need to be considered when planning for a language revival curriculum or program, and further information on these is presented in the context statement for this pathway and in the section Using the Framework.

At this level, students bring to their learning a range of language learning strategies. They are increasingly aware of the world beyond their own, and are engaging with the broader issues of youth and society, land and environment, education and identity, while establishing a balance between increasing personal independence and social responsibilities. They are considering their future pathways and choices, including how the language they are learning could be part of these.

Language learning and use

Learners interact using the language whenever possible in classroom routines and communicative tasks with peers, the teaching team, Elders and community members. They give presentations and participate in conversations, with some preparation and support, such as the use of cue cards. They acquire skills in accessing and analysing historical documents and recordings.

Learners extend the range and quality of their writing through drawing on increased vocabulary and grammar knowledge, to the extent that this is possible in the revived language; and by drafting and editing their own work and that of their peers. They use models to create a range of texts, including descriptions, recounts and reflections.

Students learn about the techniques used to build language, such as analysing historical sources, interviewing/recording existing speakers, and they discuss the contemporary orthographic and grammatical choices of the community.

Students act as contemporary documenters of the language, for example, by listening and transcribing spoken texts, and preserving language resources developed at school for future access and use.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team, while additional enrichment and authentication of the learning experience is provided through access to Elders and other speakers living in the same community. Interacting with Country/Place to explore the environment and learn about Country/Place with Elders and other community members is essential to their continued learning. Students may also have access to community centres, such as interpretative museums or art and language centres. They may have opportunities to work with local Aboriginal and Torres Strait Islander communities in language-related projects, contributing to the development and maintenance of local language records and resources through structured and research-based projects.

Texts and resources

Country/Place and the community are the most important resources for learning and are the origin of most of the texts learners work with.

Learners engage with and help to shape a range of spoken, visual, written and digital texts that use as much language as possible. These include historical documents, photographs, maps, songs, raps, performance, stories, local environmental and social programs, painting and visual design, as well as teacher-generated materials such as games and items from the community and local environment. Some texts will incorporate English or another community language in a complementary role, filling in for items or expressions that have not yet been reconstituted in the language; other texts will be bilingual, with no mixing of languages.

Level of support

Learners are increasingly aware of and responsible for their own learning. They continue to access support resources such as word lists, modelled texts, dictionaries, grammars, and they seek teacher feedback to support their receptive and productive language use.

They require explicit instruction in the grammatical system of the language, which includes comparison with English and other known languages and opportunities to discuss, practise and apply their knowledge. They keep records of their learning, for example, through journals, folios or a blogs. They use these resources to reflect on their language learning and intercultural experiences.

The role of languages

The language is used whenever and to the extent possible in the revived language for classroom interaction, language learning tasks and experiences. Maximal use of the language increases learners' language proficiency and enhances language revival.

English and other known languages provide a basis for linguistic and cultural comparison and for a developing metalinguistic understanding of intercultural learning that supports the ability for consider different perspectives and ways of being mediated by language.

For revival languages that are at the 'beginning' end of the revival spectrum, English or another community language might be used in a complementary fashion, for example, to fill in for missing words or expressions. Alternatively, language owners and the community in general may decide to side-step these gaps altogether, thus avoiding the need to use other languages.

Years 7 to 10 Content Descriptions

Communicating

Socialising

Engage with peers, the teaching team and visiting Elders/community members to exchange information about interests, experiences, plans and aspirations
[Key concepts: experience, aspiration; Key processes: recounting, exchanging, connecting]

(ACLFWC174)



Elaborations

- expressing personal experiences, plans, goals and aspirations
- asking and responding to open-ended questions, for example, *why*, *how*, *when*, using modelled sentence patterns
- engaging in face-to-face or online discussions with peers about shared interests and experiences, such as sport, food, study, music or fashion
- recounting experiences, such as holidays, special events, milestones, sports events or celebrations
- sharing and comparing information about daily routines and responsibilities
- sustaining and extending conversations by seeking additional information
- exchanging information about family, friends, teachers, school subjects, entertainment and leisure activities

Engage in activities that involve collaboration, planning, organising, promoting and taking action
[Key concepts: event, experience; Key processes: planning, organising, negotiating]

(ACLFWC175)



- participating in planning and making arrangements, using language related to place and activity, for example, organising class events, such as holding a lunch, party or performance
- creating displays, presentations or performances for family, friends or the school community to showcase progress in learning and using the language
- giving and following instructions, using hand signs as appropriate, for example, explaining how to cook bush tucker or to make artefacts
- planning and participating in learning experiences that combine linguistic and cultural elements, such as an excursion to an art exhibition or performance, sharing responses and reactions
- designing posters, displays and digital presentations to draw attention to issues relevant to the Country/Place, such as reinstating names of places and features, protection of significant trees and landmarks, endangered wildlife, erosion, urban development, the importance of learning the language of Country/Place at school
- promoting events in the local community, such as festivals, sporting, music and cultural events that support/promote well-being and community development
- promoting Reconciliation in community by showcasing local language learning and language revival activities

Interact in class activities that involve making suggestions, seeking clarification, praising or complimenting one another
[Key concepts: opinion, clarification, interaction; Key processes: requesting, negotiating, expressing, comparing, deciding, explaining]

(ACLFWC176)



- making suggestions or providing clarification
- using respectful language for agreeing or disagreeing
- asking for clarification, for example, asking how to spell a word, say or write something, or asking for the meaning of a word or expression
- giving help, responding to instructions, offering suggestions
- asking and responding to closed and open-ended questions, for example, in relation to class assignments or due dates
- apologising, praising, complimenting and encouraging one another

Informing

Elaborations

Investigate and summarise factual information obtained from a range of sources on a variety of topics and issues related to the Country/Place

[Key concepts: Indigenous knowledge, social and environmental issues, lifestyles - past and present community initiatives and projects; ; Key processes: summarising, synthesising, referencing]

(ACLFWC177)



- investigating the origins of Aboriginal/Torres Strait Islander names in their local area, regional area and state and territory, recording meanings where known, and identifying different source languages
 - interviewing an Elder/community member to gain an historical perspective about their use of particular words and language constructions, observing correct respect protocols and presenting findings in formats such as digital presentations, posters, wall charts or oral summaries
 - researching and creating a profile of a prominent member of the language community, for example, an artist, sportsperson or leader
 - developing a photographic record/portfolio of different animal and plant species found in Country/Place, with commentary/annotations
 - seeking information from Elders to assist in classifying living things according to culturally appropriate categories, comparing these classification systems with those used in western approaches to the study of living systems
 - identifying and describing the role of various Aboriginal and Torres Strait Islander organisations that provide services to their community
 - researching different aspects of a selected Indigenous business operating in the community, for example, an enterprise associated with arts, bush medicine, bush food, tourism, transportation or animal husbandry, and presenting findings in digital formats or oral presentation mode
 - analysing a range of historical documents recorded in the language, classifying content according to categories such as date, text genre (wordlist, letter), topic (Indigenous knowledge, environment, traditions, fishing/navigation, rules), purpose of the text and intention of the writer (to inform, prescribe, describe, assert authority); and presenting findings in chart or table form or by giving a presentation
 - interviewing local community members about their experiences of living on the land, their relationship with language and culture and their recollections from the past, recording and presenting key findings
 - researching Aboriginal and Torres Strait Islander words used in English, using resources such as the Australian National Dictionary, and identifying and explaining words that come from the local language
-

Convey information about Country/Place events, experiences or topics of shared interest, using different modes of presentation

[Key concepts: audience, Country/Place, community life; Key processes: describing, explaining, creating, annotating]

(ACLFWC178)



- creating a booklet/pamphlet/guide/brochure for the local community that explains the origins of local place names and features their meaning and significance, providing explanations in language and English as appropriate
- creating a video clip or a photographic or journal record of activities such as an excursion, performance or sporting event to share with other language learners
- creating and editing a presentation that includes text, images and sounds to record and explain aspects of the Country/Place
- creating a short documentary to present information and features/stories, for example, about the Country/Place and associated social and cultural events, including, for example, interviews with and quotes from prominent identities
- compiling a portfolio of texts about Country/Place, for example, a class anthology of stories and songs from the community, procedural texts, histories of the region, profiles of community identities
- creating an interactive presentation for younger children that highlights the benefits of maintaining and strengthening the language of the Country/Place

Creating

Interpret and respond to texts by sharing personal reactions, comparing themes, describing and explaining aspects of artistic expression and how these relate to land, sky, sea, water, people, plants, animals and social and ecological relationships

[Key concepts: representation, imagination; Key processes: interpreting, explaining, describing, discussing; Key text types: songs, dances, stories, paintings and visual design, video clips, films]

(ACLFWC179)



Elaborations

- listening to Elders/community speakers tell stories on Country/Place, interpreting signs and gestures and using correct protocols to ask clarifying questions and to find out about the cultural role of storytelling
- interpreting and responding to texts such as songs, stories, films or video clips by recording key vocabulary and expressions, identifying and explaining main ideas, themes and sequences of events, for example, by sharing personal reactions with others
- discussing how key messages and beliefs are communicated through stories and visual and creative arts, for example, comparing the role and representation of animals, people and landscapes in different expressive forms
- discussing and explaining how land, sky, sea, people, plants, animals and social and ecological relationships are expressed through the arts
- investigating traditional and contemporary arts, including paintings, weavings, artefacts, and identifying how they relate to or express elements of Country/Place and people
- listening to, viewing and comparing personal responses to popular music, identifying key messages, themes and performance styles, and considering how they incorporate social commentary
- discussing how stories and songs often link neighbouring Aboriginal and Torres Strait Islander groups and nations
- retelling stories belonging to Country/Place

Create a range of spoken, written and multimodal texts to entertain others, involving real or imagined contexts and characters

[Key concepts: imagination, journey; Key processes: creating, collaborating, performing, composing; Key text types : raps, songs, performances, stories, cartoons, advertisements, digital texts, video clips, skits, paintings, visual designs]

(ACLFWC180)



- creating a rap or skit to entertain others, including digital or performative elements,
- creating own visual and performative art work, using symbols and techniques appropriate to Country/Place to convey a message or emotion
- taking on the role of a character from a story and responding to questions in-role
- creating and performing real or imagined experiences, using expressive language, gestures and supporting materials to create dramatic effect
- creating animations, short plays or stories to present in class or to share with a wider virtual audience
- composing simple songs, sporting chants, jingles, posters or advertisements for real or imagined situations or products
- telling the story of a real or imagined journey, involving a variety of characters, places and events
- collaborating with community to tell stories

Translating

Translate and interpret texts from the language to English and vice versa, comparing their versions and considering how to explain elements that involve cultural knowledge or understanding

[Key concepts: equivalence, representation, meaning, interpretation, idiom; Key processes: comparing, explaining, interpreting]

(ACLFWC181)



Elaborations

- translating and interpreting texts from the language to English and vice versa, comparing own interpretations with those of others and discussing what differs and why
- translating and interpreting texts such as narratives, song lyrics, dialogues or posters, considering how to explain elements that involve cultural knowledge or understanding, and using resources such as dictionaries and grammars
- using and explaining words and expressions that do not easily translate into English and considering choices made when conveying equivalent meaning in English
- identifying and explaining concepts, practices and expressions in the language which do not easily translate into English, for example, the number system, terms for colour, language associated with time, daily and seasonal cycles, kinship terms
- understanding and applying culturally appropriate and ethical behaviour when interpreting and translating

Create bilingual texts for the wider community collaboration with others

[Key concepts: interpretation, expression, bilingualism; Key processes: designing, explaining, classifying, glossing, annotating, composing]

(ACLFWC182)



- creating shared bilingual learning resources, such as print or digital word banks or glossaries of expressions used in everyday interactions in the language and in English
- creating bilingual learning resources for younger learners, for example, children's stories and games
- performing a role-play or skit for a specified audience, using the language for the performance and English for supporting explanations and commentary
- creating bilingual texts, using subtitles and captions, to inform the school community about aspects of the language and culture
- creating a bilingual display, for example, a video-clip or photographic display to showcase events and shared experiences, such as a bush trip
- creating bilingual digital texts such as song lyrics or dialogues which allow display in the language, in English or in both

Identity

Elaborations

Consider and discuss their own and each other's ways of communicating and expressing identity, reflecting on how the language links the local, regional and national identity of its speakers with the land

[Key concepts: identity, perspective, biography; Key processes: sharing, comparing, considering, reflecting, analysing]

(ACLFWC183)



- considering how their own biography, including elements such as family origins, traditions, beliefs, practices, interests and experiences, shapes their sense of identity and ways of communicating
- describing kinship connections with the surrounding Country/Place or connections of an Elder or guest speaker
- creating spoken, written or multimodal texts, such as identity maps, timelines, digital presentations or family trees with captions, to mark key milestones and significant influences in their lives, for example, key people, events, educational experiences, community affiliations, traditions or travel experiences, considering how these shape identity
- comparing and reflecting on how identity is expressed across languages and cultures, for example, by considering the idea of 'belonging' as expressed in different languages
- discussing the role that language and culture play in the identity and well-being of Aboriginal and Torres Strait Islander peoples
- investigating how particular policies and practices affect the sense of identity of Aboriginal and Torres Strait Islander peoples, for example, the effect of language loss, separation from Country/Place/family/community
- reflecting on how Aboriginal and Torres Strait Islander Peoples from different nations express their group identity, for example, through practices and symbols such as flags, Welcomes to Country, Indigenous rounds in sporting leagues
- reflecting on how their own biography, including family origins, traditions, beliefs, practices, interests and experiences, shapes their sense of identity and ways of communicating
- discussing the link between identity and connections to land/water/sea/sky, culture and language and the health and well-being of individuals and community
- reflecting on how the language links the local, regional and national identity of its speakers with the land, water, sea and sky

Reflecting

Elaborations

Participate in intercultural interactions and consider own reactions when engaging with Elders and community members and resources

[Key concepts: intercultural experience, perspective, insight, self-reflection, ways of knowing and being, reconciliation, discrimination; Key processes: comparing, analysing, explaining, reflecting, choosing]

(ACLFWC184)



- reflecting and reporting on how learning the language provides insights into the relationship between language and culture in general, and how their own assumptions about ways of knowing and being may change through the experience
- reflecting on how learning the language provides a distinctive means of understanding the Country/Place, including the relationship between land, the environment and people, and issues of discrimination and reconciliation
- keeping a journal of memorable experiences (humorous, satisfying or challenging) associated with learning and using the language in various contexts, noting personal responses and reflections over time and insights gained
- identifying and comparing how emotions or attitudes such as respect, shyness, exuberance or embarrassment are shown, displayed and expressed across different languages and cultures

Understanding

Systems of language

Understand and explain the sound patterns in spoken language and use developing phonemic awareness to represent these patterns in written form

[Key concepts: metalanguage, patterns, phonetic articulation, syllable; Key processes: reading, investigating, comparing]

(ACLFWU185)



Elaborations

- reading aloud for meaning to demonstrate comprehension of sound–symbol correspondences
- developing metalanguage to describe and talk about sounds and phonology, for example, *place and manner of articulation, uncertain or missing sounds*
- investigating sound patterns, for example, consonant and vowel sequences, and word-level patterns, for example, allowable word-final sounds, allowable consonant clusters, word stress
- understanding the major categories of place of articulation in Aboriginal and Torres Strait Islander languages, for example, peripheral, laminal, apical, and their realisation across different languages and regions in Australia
- establishing similarities in the sound systems of related languages otherwise masked by differing spelling systems
- using their knowledge of alphabetic conventions for Aboriginal and Torres Strait Islander languages to transcribe spoken texts from a range of languages, for example, those related to the target language or those from neighbouring regions
- comparing and explaining the relative consistency of Aboriginal and Torres Strait Islander languages and English in spelling words
- understanding the phonemic basis of alphabetic spelling systems and the fact that different sounds can be covered within a single phoneme or letter
- exploring different writing systems that are based on different principles, for example, syllabic or ideographic

Expand vocabulary and understand and use a range of vocabulary sets and grammatical structures that are available in the language

[Key concepts: system, grammatical case, transitivity; Key processes: explaining, discussing]

(ACLFWU186)



- understanding case and case marking on nouns, pronouns and adjectives
 - explaining how verbs can be derived from nouns and vice versa, comparing with similar processes in English and other known languages
 - composing and varying messages according to the available resources of the language, such as:
 - suffixes, including 'having', 'for want of', 'similar to', 'like'
 - verbless sentences, for example, equative, descriptive, possessive
 - verb categories, including intransitive, transitive, causative, inchoative, reflexive–reciprocal
 - verb aspect, including continuous, transitory, perfective, imperfective
 - verb-stem morphology, including compound verbs, reduplicated verbs, habitual/characteristic, derivation (nouns into verbs)
 - expressing time, manner, attitude and place, according to the available language resources, such as:
 - elaborations of past tense
 - temporal expressions, for example, 'beforehand', 'afterwards', 'too late', 'originally'
 - expressions of frequency, immediacy and duration, for example, 'persistently', 'at once', 'a few times', 'for a while'
 - attitudinal words, particles and interjections, for example, terms expressing endearment, embarrassment, shame or pity
 - locational cases as used in locative phrases, and extensions of these, for example, expressing origin or causation
 - structuring and linking clauses, focusing on issues of agreement with transitive and intransitive verbs, using verb-linking devices, for example, serialisation and embedding
 - discussing lexical and grammatical relationships between the language and other languages of the region, for example, common words and structures
 - discussing grammatical and lexical contrasts between the language and English/ other known languages, for example, the figurative use of language, vocabulary associated with specialised domains
-

Discuss the purpose and roles of various spoken, written and visual texts in the language

[Key concepts: text, relationship, intention; Key processes: analysing, investigating, linking and sequencing]

(ACLFWU187)



- understanding the purpose and role of different types of text in the language, for example, declaring identity, acknowledging parts of traditional belief systems, acknowledging ancestors, passing on knowledge and information, mapping resources on Country and managing natural phenomena such as weather
- understanding that Country/Place can be interpreted as text by the community
- discussing ways that songs function to capture language and meaning in ways similar to literature in other cultures
- linking and sequencing ideas to form cohesive texts, using appropriate grammatical forms and elements, for example, serialisation, connectives, embedding, headings and paragraphing

Investigate how the kinship system functions to integrate personal and community histories and relationships

[Key concepts: interconnectedness, human relationships, ownership, rights and responsibilities; Key processes: describing, explaining, investigating, exploring]

(ACLFWU188)



- understanding and discussing kinship as a system, and explaining its importance in maintaining and regulating social relationships in Aboriginal and Torres Strait Islander communities
- investigating how the language community addresses gaps in knowledge about the kinship system
- exploring how language is involved in the patterning of ownership and management of land and associated stories
- understanding that different roles and responsibilities in community and public life can be determined by kinship and traditional social groupings
- explaining how art forms, songs and dances identify people and places

Language variation and change

Elaborations

Discuss variations in language use that reflect different social and cultural contexts, purposes and relationships

[Key concepts: respect, silence, kinship; Key processes: examining, explaining, analysing]

(ACLFWU189)



- understanding how elements of communication in Aboriginal languages and Torres Strait Islander languages, such as gestures, facial expressions, choice of language and use of silence, vary according to context, situation and kin relationships, for example, eye contact, pointing with lips
- analysing and discussing intergenerational differences in language use, for example, young people's language compared to the language of older generations
- explaining variations in language use that reflect different levels of formality, authority and status, for example, expressions used with respected kin, ways of asking questions of different people

Describe and reflect on how languages change over time and influence one another

[Key concepts: contact, change; Key processes: exploring, observing, reflecting]

(ACLFWU190)



- exploring form, usage, history and impact of contact languages, including creoles, pidgins and Aboriginal Englishes
- investigating and describing how the language has changed over time
- observing changes to language that reflect changing lifestyles, cultural trends and emerging needs, for example, youth language, the language of new technologies, the impact of music, media and technology on communication
- reflecting on changes in their own use of their first language(s) over time, noticing how and when new ways are adopted or existing ways adapted
- exploring changes in language over time, for example, by reviewing old films from state archives or early television shows that include Aboriginal and Torres Strait Islander actors

Language awareness

Elaborations

Investigate and compare the ecology of Aboriginal and Torres Strait Islander languages to Indigenous languages in other countries, and consider issues such as language policy, language rights, language loss, advocacy, reform and multilingualism

[Key concepts: environment, boundaries, policy, revival; Key processes: researching, investigating, exploring, considering]

(ACLFWU191)



- investigating the social, cultural and linguistic effects of language change and/or language loss in the region
- understanding terms used in the discussion of language revival, for example, *revitalisation*, *reclamation*, *renewal*
- investigating the geographical extent of use of the language in earlier times
- considering the future prospects of the language in the context of its current linguistic ecology
- exploring Indigenous multilingualism in various communities, including regional varieties, Aboriginal Englishes and creoles
- researching the impact on Aboriginal and Torres Strait Islander languages in general, and on the target language in particular, of historical events, government policies, legislation and judicial processes, such as stolen generations, mission schools and advocacy
- identifying social and government policies and practices that have impacted positively on language acquisition, for example, the performing of Welcome to Country and the Acknowledgement of Country at events, on television programs, in films, and efforts to raise the profile of Aboriginal and Torres Strait Islander languages in the wider Australian community and in particular geographical regions
- investigating the situation of indigenous languages in other countries, for example, New Zealand, Hawaii, North America, Japan, Latin America, considering issues such as language rights, language endangerment, revival and reclamation, drawing comparisons with the situation of Aboriginal languages and Torres Strait Islander languages in Australia
- researching current media debates in relation to Aboriginal language and Torres Strait Islander languages
- comparing word lists of languages and dialects of the region, to understand similarities and differences and identify potential opportunities for reconstruction

Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages

[Key concepts: ownership, custodianship, ethical behaviour, intellectual property; Key processes: acknowledging, investigating, applying]

(ACLFWU192)



- using culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities
- acknowledging cultural and intellectual property rights and copyright over language work, including song holders, story keepers, language informers, composers and choreographers

Role of language and culture

Elaborations

Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge

[Key concepts: Indigenous knowledge, value transmission;
Key processes: reflecting, exploring, analysing, comparing]

(ACLFWU193)



- explaining the role of Aboriginal and Torres Strait Islander languages and cultures in passing on knowledge such as sustainable care of the environment, rules for living, ways of behaving, spiritual and cultural functions and History
- reflecting on Indigenous taxonomies and the ways they divide the natural and cultural world and comparing these to other systems of classification
- analysing concepts related to cultural values in Aboriginal and Torres Strait Islander languages, including naming systems, for example, the use of kinship terms, nicknames, substitute words and pronoun systems, comparing to ways of referencing relationships in their own language(s) and culture(s)
- exploring how aspects of traditional culture and society have been preserved through language, and discussing the importance of maintaining Australian Aboriginal and Torres Strait Islander languages, for their speakers and for all Australians
- analysing and discussing core cultural concepts reflected in Aboriginal languages and Torres Strait Islander languages, such as *respect*, *avoidance*, *reciprocity*, *obligation*, *responsibility*
- understanding that culturally significant attitudes and beliefs conveyed through Aboriginal and Torres Strait Islander languages are related to the past, to land, plants and animals and to celebrations
- identifying and comparing how emotions or attitudes, such as respect, affection or embarrassment, are shown/displayed across different languages and cultures
- comparing elements of communication such as the role of silence or use/avoidance of eye contact in different cultural contexts and exchanges
- recognising that there are multiple views on and partial explanations for events and issues
- reflecting on the ways culture is interpreted by others, for example, by identifying how stereotypes influence perceptions of other groups or individuals
- understanding that each Aboriginal or Torres Strait Islander person inherits language as part of their birthright, along with membership of a particular group and attachment to Country or Place, and that they become custodians and owners of land, water or sea and of language

Role of language building

Elaborations

Explore language building processes and protocols in communities

[Key concepts: language revival, protocols, lexical and grammatical resources, advocacy; Key processes: identifying, investigating, discussing]

(ACLFWU194)



- investigating language revival efforts in their own community and neighbouring regions, for example, who and what is involved, successes, challenges and protocols, and what these efforts mean to local communities
 - understanding what lexical and grammatical resources and processes are available to build language, for example, linguistic resources and analogies from neighbouring languages, speakers, archival material
 - investigating/understanding protocols for filling gaps and extending semantic domains in the language, including protocols for borrowing from other languages, for creating words by analogy and drawing from within the resources of the language, and discussing associated ethical issues
 - investigating/researching the protocols for receiving, transferring and publishing linguistic resources
 - understanding the importance of intergenerational collaboration in reviving languages, and discussing some of the associated challenges
 - discussing the importance of reviving languages for the individual, the language community and the wider Australian society
 - identifying potential avenues/domains for expansion of the language and gaps to be filled, with the support of community language teams and Elders
 - appreciating the role of languages advocacy, education and research in building languages
 - understanding how the process of language-building expands existing linguistic and cultural resources in the Australian community
-

Investigate and explain techniques used to build language, considering challenges involved and understanding their role as contemporary documenters of language

[Key concepts: language revival, language building, authenticity, linguistic techniques; Key processes: identifying, analysing, discussing]

(ACLFWU195)



- identifying and discussing the main areas of the language that could be served by language building
- analysing the authenticity of historical sources used in language building and discuss the strengths and limitations of these
- investigating different approaches that have historically been used to record language and what this means for language revival, for example, different spellings, different domains of use, lexical biases
- understanding challenges in developing new words and structures for the language, and how these words might be developed within the existing resources of the language or by analogy from related languages
- discussing techniques used to build language, such as analysing historical sources, interviewing/recording existing speakers
- understanding the orthographic and grammatical choices of the contemporary community
- considering domains of use where the language may grow in the future
- trying out ways of making new words under the guidance of an Aboriginal or Torres Strait Islander languages specialist or of an Elder where appropriate
- working with local Aboriginal and Torres Strait Islander communities in language-related projects, and contributing to local language records and resources through structured and research-based projects
- understanding their role as contemporary documenters of the language, for example, listening and transcribing spoken texts, preserving language resources developed at school
- developing a variety of resources for younger and future students of the language
- investigating programs and initiatives that serve to maintain and strengthen language use, for example, school languages programs, bilingual education, research programs, recording and archiving material, websites, databases and documentaries
- exploring the importance of advocacy in supporting the maintenance and development of language and culture

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 7 to 10 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages LR pathway are generalised in order to cater for the wide range of languages which may be learnt as an LR within the school context. They will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages. They will be shaped by the current progress of language revival for a particular language and the amount of vocabulary and variety of language structures available for teaching and learning.

By the end of Year 10, students use the language to initiate, sustain and extend interactions, and to exchange information about interests, experiences and aspirations. They use spontaneous language wherever possible to participate in activities that involve taking action, collaborating, planning, organising and negotiating. They use culturally appropriate norms and skills, and respect protocols when engaging with and learning from visiting Elders and community members. When interacting in the classroom, they make suggestions, seek clarification, praise or compliment each other. Students use language where possible to locate, analyse and summarise factual information from a range of sources such as historical documents, Elders and community members. They demonstrate their understanding of Country/Place, for example, by explaining the origin, meaning and significance of local place names and features, or by presenting texts and stories about the Country/Place and associated social and cultural events, using language as much as possible and different modes of presentation. Students view, listen to, and share personal responses to a range of texts, such as songs, stories, films and other modes of artistic expression, and demonstrate understanding by identifying and explaining main ideas, key themes and sequences of events. They explain how artistic expression relates to land, water, sea, sky, people, animals, plants and social and ecological relationships. They use expressive language, gestures, and supporting materials to create a range of spoken, written and multimodal texts, for example, art work to convey messages using symbols and techniques appropriate to Country/Place, or narrations of real or imagined journeys involving a variety of characters, places and events. Students apply culturally appropriate and ethical behaviour and lexical and grammatical resources to interpret and translate texts to and from the language; and they explain culture-specific concepts, practices and expressions that do not easily translate. They co-create bilingual texts to inform the wider community about aspects of the language and culture. They reflect on how their own biography shapes their sense of identity and ways of communicating, and discuss the role that language and culture play in the identity and well-being of Aboriginal and Torres Strait Islander peoples. They explain how particular policies and practices have impacted on Aboriginal and Torres Strait Islander peoples' sense of identity, for example, through language loss and separation from Country/Place, family and community.

Students explain and use the sound system of the language, and a range of available vocabulary sets and grammatical structures when speaking and writing. They use metalanguage to explain sound and writing systems and grammatical structures in the language. They analyse the purpose and role of a range of spoken, written and visual texts, for example, declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information. Students explain the importance of the kinship system in regulating relationships and behaviour in Aboriginal and Torres Strait Islander communities. They explain how and why language use is adjusted to suit different social and cultural contexts, purposes and relationships, for example, expressions used with respected kin. They explain how languages change over time and influence one another, for example, by describing the history and impact of contact languages, including creoles, pidgins and Aboriginal Englishes. Students make comparisons between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy and rights, language loss, advocacy and reform, and language revival. They identify the role of language in passing on knowledge, and explain how communities' ways of thinking, behaving and shaping worldviews influence how language is used. They investigate language revival efforts in their own community and neighbouring regions, and identify resources and processes that are available to build language, for example, lexical and grammatical resources. Students explain protocols for filling language gaps and extending semantic domains, including those required for borrowing from other languages, creating words by analogy and drawing from within existing resources of the language. They explain various techniques that can be used to build language, such as analysing historical sources or interviewing existing speakers, and identify associated challenges. Students reflect on their role as contemporary documenters of language, and recognise the importance of intergenerational collaboration in reviving and maintaining languages.

The Australian Curriculum Languages - Framework for Aboriginal Languages and Torres Strait Islander Languages Second Language Learner Pathway (L2) - Years F–10 Sequence

Framework for Aboriginal Languages and Torres Strait Islander Languages

Foundation to Year 2

The nature of the learner, the pathway and particular language

Languages studied in the Second Language Learner Pathway (L2) are typically languages used in spoken form as the language of everyday communication by whole communities across all generations.

The second language learner pathway has been written on the assumption that learning will occur off-Country involving students who are typically not from the language community and have little or no experience of the language and culture. They are introduced to learning the language at school as an additional, new language.

The language chosen for curriculum development should have a sizeable set of resources in a variety of media, such as local documentaries, bilingual narrative and descriptive texts, and educational materials in print and digital form. Learning is enriched and authenticated by interaction with visiting Elders and community speakers, and where possible visits to Country/Place. Information and communications technologies provide additional resources to support a range of language and culture experiences.

The curriculum content and achievement standards in the Second Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a second language. The content descriptions, content elaborations and achievement standards for the Second Language Learner pathway will need to be adapted for use with the particular language being taught and will need to be modified if the program occurs on-Country or if the learners are from the language community.

Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of early literacy acquisition. For young students at this level, learning typically focuses on the immediate world of their family, home, school, friends and local environment. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school.

Language learning and use

The language is learnt in parallel with English language and literacy development. Learning in the two languages progresses at very different levels but each supports and enriches the other.

The language is used in classroom interactions, routines and activities and is supported by the use of visual and concrete materials, gestures and body language. At this stage, there is a focus on play and imaginative activities, games, music, movement and familiar routines, which provide scaffolding and context for language development.

Oral language is developed through listening to the sounds, shapes and patterns of the language, through activities such as rhymes, songs, clapping and action games and through imitating and repeating sounds in aural texts as modelled by the teaching team, visiting Elders and community speakers.

Learners experiment with simple formulaic expressions and with one- or two-word responses and single-idea phrases to prompts and cues. As they progress to using language for interactions such as greetings, asking for help, talking about self, friends and family, or asking and answering questions, they notice that the language behaves differently in different situations and that speakers communicate in some ways that are different from their own. Creative play provides opportunities for exploring these differences and for using language for purposeful interaction.

Students learn about Country/Place and community by interacting with visiting Elders and community speakers when possible, and by engaging with stories and songs and other texts such as videos, maps and pictures. They learn about the concepts of kin and social groupings, and how these are symbolised in the natural environment.

Students learn to use appropriate respect terms and to demonstrate respectful and appropriate behaviour when interacting with Elders, community speakers and community texts.

Learners will recognise the same alphabet they are learning for writing English. They write by tracing and copying, forming letters legibly. They learn to read and write words and sentences independently using modelled language, for example, matching pictures with single words, labels and captions. The use of repetition and recycling in instruction helps children to identify high-frequency words and simple phrases and to recognise the purpose and intention of simple texts.

They begin to understand how the language works, to compare it with English and to understand its place in relation to regional and national language diversity.

Contexts of interaction

Across Foundation to Year 2, learning occurs largely through interaction with peers and the teaching team, supplemented by some access to visiting Elders and community speakers. Information and communications technologies (ICT) resources provide additional access to language and culture experience.

Texts and resources

Children engage with a variety of spoken, visual, written and digital texts, which are short, clearly structured and supported by visuals and paralinguistic devices, for example, tone of voice, facial expression, gesture, with much repetition and recycling of structures and vocabulary. They listen and respond to teacher talk, share ideas and join in with song, dance, story and rap, and various forms of play, performance, conversational exchanges and activities mediated by language. Print and digital texts include stories, shared Big Books, songs, visual designs, photos, videos, environmental maps and wall charts and teacher-generated materials such as games, flashcards and items from both the local community and the target language community.

Level of support

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing learned language, and continuous cueing, feedback, response and encouragement.

The role of languages

Learners are encouraged to use the language being learnt whenever possible in class interactions and daily routines with the teaching team, visiting Elders and community speakers. Using English for explanation and discussion allows learners to talk about differences and similarities they notice between the language and their first language(s) and culture(s), to ask questions about language and culture, to consider how they feel when they hear or use the language and to talk about how they view different languages and the people who speak them. This introduction to the 'meta' dimension of intercultural learning develops the ability to consider different perspectives and ways of being as mediated by language.

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Elaborations

Interact with each other, the teaching team and visiting Elders/community speakers using simple language and gestures for greeting and farewelling, talking about self and family

[Key concepts: self, family, relationships; Key processes: interacting, sharing, listening]

(ACLFWC067)



- participating in everyday exchanges, such as greeting and farewelling
- interacting with the teaching team and visiting Elders/community speakers using appropriate protocols such as respect terms, behaviour and forms of address, including, for example, using assigned kinship roles
- introducing and describing self, family, friends, favourite objects and pets using familiar and modelled language, supported by visual props, for example, drawings, photos
- listening to questions (such as *what*, *who*, *where*) about self, family, friends and immediate environment, and responding with words and actions, including gesture
- expressing likes and dislikes using simple statements

Participate in guided group activities such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning

[Key concepts: cooperation, play; Key processes: turn-taking, matching, choosing, cooperating, following instructions]

(ACLFWC068)



- participating in games, tasks and activities that involve turn taking, guessing, matching and choosing objects using modelled questions and responses
- participating in action games and songs by matching actions to words
- following instructions by moving around or locating objects in the classroom
- using rehearsed language to collaborate and follow instructions, for example, in craft activities using traditional materials such as nuts, twigs, bark, seeds, shells
- working collaboratively to decide on a class performance, activity or action
- working collaboratively to adapt and perform action songs, for example, by changing lyrics, substituting words and phrases based on modelled patterns, rehearsing and performing songs with appropriate gestures and actions

Interact in classroom routines and respond to teacher instructions

[Key concepts: routine, instruction; Key processes: participating, responding, following instructions]

(ACLFWC069)



- participating in routine exchanges such as asking and answering questions, responding to the class roll, describing the weather, requesting classroom objects
- responding to and using routine classroom language, for example, 'sit down', 'stand up', 'listen!' 'look this way', 'tidy up' in the target language
- following instructions related to transition activities, for example, 'form a circle', 'get into groups of three', 'put on your hat', 'line up'
- responding to requests and instructions in verbal and non-verbal ways, such as movement, gesture and action, for example, in class and outdoors, in games and songs, or on visits and excursions

Informing

Elaborations

Locate specific words and familiar phrases in texts such as charts, lists, photos, maps, and use information to complete guided oral and written tasks

[Key concepts: natural and built environment, community life, Indigenous knowledge; Key processes: identifying, selecting, sorting, matching, labelling, mapping Country/Place]

(ACLFWC070)



- identifying, naming, and labelling key topographical features of the target language region, for example, creeks, springs, rocky outcrops, estuaries, reefs, desert landforms, by viewing environmental maps, photos, videos and objects
- listening to an Elder/community speaker sharing knowledge about Country/Place and recording key information
- identifying and labelling significant features of the built environment, for example, dwellings, settlements, community store, health clinic, school, places to play, roads and tracks
- locating key information about the target language region, for example, weather, seasons, daily and seasonal behaviour of animals, using resources such as charts, photos, videos, films, visual prompts and by listening to visiting Elders/community language speakers
- naming, labelling and sorting bush foods, animals, plants and natural objects from the environment into culturally appropriate categories, such as, edible/non-edible, meat/non meat, salt water/fresh water, day/night animals, rough/smooth, hard/soft
- describing aspects of shared knowledge about the target language region, for example, by pointing to places on a map or at pictures of food sources, plants and animals
- identifying and labelling animal tracks in the sand, dirt or mud
- labelling, drawing and matching body parts

Give factual information using simple statements and descriptions, gestures, and captions

[Key concepts: Country/Place, community life; Key processes: labelling, describing, presenting, recounting]

(ACLFWC071)



- using some location terms to talk about and describe the region of the target language, for example, *up*, *down*, *near*, *far* and using topographical words such as *swamp*, *soakage*, *reef*
- presenting information about the target language region, for example, in relation to animals, plants, food, artefacts, using modelled sentences, matching captions to pictures and filling in gaps
- collaboratively recounting details about shared events, such as sports day, excursions, a class visit from an Elder, a visiting performing group from the target language community, for example, by making a BigBook, digital presentation or display
- labelling aspects of daily routines, selecting captions or attaching word bubbles and sharing the information with others
- developing a pictorial story to describe typical activities and routines at home and at school

Creating

Elaborations

Participate in shared listening to, viewing and reading of texts and respond through singing, reciting, miming, play-acting, drawing, action and movement

[Key concepts: storytelling, response; Key processes: responding, performing, sharing, expressing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips (IndigiTUBE)]

(ACLFWC072)



- performing songs or stories that include repeated phrases, rhythms and non-verbal forms of expression, such as clapping, gestures, facial expressions and dance
- participating in shared reading of traditional and contemporary stories, responding through mime, drawings with captions, matching captions to images, dance, play-acting and other forms of expression
- listening to Elders/community speakers tell stories and responding by drawing, labelling and captioning or re-enacting with puppets, props or actions
- identifying key animals, birds and other characters in stories, songs, performances and dances and identifying the significance of particular dance or performance elements
- identifying and naming significant places, landscapes and topographical features through which travelling stories pass
- identifying key messages expressed in stories, song, dance and visual art, for example, rules for living
- predicting the content/meaning of narrative texts such as picture books, including titles, covers and illustrations, and giving reasons for their predictions
- responding to simple questions about characters and events in texts such as stories, songs, dances

Create and present shared stories, songs and performances using familiar words and patterns and support materials

[Key concepts: story, performance; Key processes: retelling, singing, re-enacting, dancing, drawing, performing; Key text types: songs, dance, stories, paintings and visual design, performances]

(ACLFWC073)



- making a shared Big Book based on an event, experience or performance
- creating own stories by sequencing a series of pictures with captions or by creating a storyboard with labels, using modelled language and repetitive phrases
- re-enacting or retelling simple stories, episodes or interactions with puppets, props, actions or gestures, using modelled language
- creating digital texts based around familiar contexts and characters, using pictures and captions
- creating simple songs or new versions of contemporary songs and raps, for example by substituting words and phrases, such as animal names, places or geographical features, adding characters, incorporating non-verbal forms of support, such as clapping, gestures and facial expressions
- creating new dance sequences, paintings and visual designs, using models from the target language and culture

Translating

Elaborations

Translate frequently used words and phrases using visual cues and resources such as word lists

[Key concepts: translation, similarity, difference, meaning; Key processes: noticing, identifying, translating]

(ACLFWC074)



- using classroom resources such as word banks, wall charts, visual dictionaries, word lists and pictures to translate the meaning of single words and common expressions
- translating and explaining in English the meaning of target language words, phrases and gestures used in everyday contexts and situations
- explaining to others culture-specific words, for example, names of artefacts or implements, kinship terms of address
- noticing elements of the target language and of English that are the same, such as the letters of the alphabet and some sounds
- showing others how different signs and hand talk are used and explaining basic signs for elements of the natural environment, for example, water, animals
- explaining symbols and their iconographies to others

Create simple oral, print or multimodal bilingual texts for the classroom environment, such as captions, labels and wall charts

[Key concepts: meaning, bilingualism; Key processes: labelling, captioning, displaying, matching]

(ACLFWC075)



- creating picture word lists and picture dictionaries and contributing to bilingual class books of words and their meanings
- creating bilingual texts for the immediate environment, for example, school/classroom signs
- performing presentations for the school community that involve both target language and English language elements, such as a contribution to an assembly or a performance for Grandparents' Day
- creating sets of word cards in the target language and in English and playing matching-word games
- writing captions, with support, for a photographic display to show parents/others about a class event, an experience such as sports day or a project to care for the school environment

Identity

Elaborations

Describe aspects of self, such as family, school/class and language/s spoken, noticing how these different elements contribute to one's identity

[Key concepts: identity, self, family, belonging; Key processes: describing, explaining, identifying]

(ACLFWC076)



- describing self and drawing pictures of family or creating a family tree, labelling with appropriate kinship terms for immediate family members
- identifying self as belonging to a family, class or peer group, representing these relationships through captioned pictures or photos or by creating digital presentations
- exploring the concept of collective identity, for example by considering the symbolic meaning of Aboriginal and Torres Strait Islander flags, items of dress, use of colour and patterns
- describing friends, favourite places, objects and languages they know/ are learning as markers of their identity
- noticing and comparing their use of words or expressions from different languages when communicating in English
- recognising the relationship between language, place and family in the formation of identity in Aboriginal and Torres Strait Islander communities and comparing these to relationships in their own lives

Reflecting

Notice what is similar or different to their own language and cultural expression when interacting with songs, stories, games, pictures and artistic expression from the target language and culture

[Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding, reflecting]

(ACLFWC077)



Elaborations

- responding to teacher prompts in the target language or English, for example, What do you see?...or What do you notice about...? Why do you think that ...? 'How is this similar / different ...? to capture and express their impressions when viewing images or video-clips, singing songs, dancing or reading stories from the target language region
- comparing aspects of the lives of children in their own communities with those of children in target language communities as represented in digital images, video clips, IndigiTUBE and stories, for example, comparing ways of playing games, eating food, telling stories, or interacting at school, at home and in the community
- noticing similarities and differences in language that relates to culture, such as names of foods and animals particular to different climates and environments; and in cultural practices, such as sharing involved in extended families, special times, story-telling, yarnning

Understanding

Systems of language

Elaborations

Notice and imitate characteristic sounds, intonation patterns and rhythms of the target language(s) and how these relate to the written language

[Key concepts: pronunciation, rhythm, intonation, writing; Key processes: imitating, noticing, distinguishing, reading aloud]

(ACLFWU078)



- noticing and distinguishing sounds of the language and matching these with written symbols
 - distinguishing sounds in the language from English sounds and recognising when the target language is being spoken
 - experimenting with pronunciation to capture and produce speech patterns within and across single words and phrases
 - recognising, imitating and distinguishing between intonation patterns in statements, questions, commands, requests, exclamations and song, and noticing how these are distinguished in written language
 - learning that writing systems represent sounds and meanings, and becoming familiar with the alphabetic principles that associate individual sounds/ a range of sounds with particular letters/ combinations of letters
 - noticing that English and the target language share the same alphabetic base
 - associating spoken language with written morphemes, words, phrases and sentences
 - recognising alphabetic conventions particular to the target language, for example, digraphs representing a single sound, diacritics that alter the regular value of a letter
 - experimenting with sounds in songs and noticing how syllables can be separated to fit different tunes and rhythms
 - reading texts aloud, showing knowledge of sound–symbol relationships
-

Notice types of words in the target language and understand and use some elements of the target language structure
[Key concepts: word function, word order, variation, patterns, rules; Key processes: identifying, recognising, noticing]

(ACLFWU079)



- identifying people, places, things and events using:
 - nouns, for example, relating to family, kinship, items in the immediate natural and built environments
 - pronouns, for example, personal, interrogative, kinship and demonstrative
 - verbs for simple actions, states and processes
 - terms to qualify and quantify, for example, size, colour, number, or to classify or compare things
 - adverbs, for example, of location, time and manner
 - simple negation
- identifying particular forms and structures in the language, for example, those that specify, identify and describe objects and actions, time and place; those that state ownership, ask questions, convey commands
- noticing that compared to English and other known languages some words may be left out (ellipsis), or must be included or repeated in phrases and sentences, for example, “(it) went”, “big (dog) ate (it)”
- becoming aware how word order may differ from English or other known languages, for example, noun + qualifier vs qualifier + noun, ‘child happy’ vs ‘happy child’
- recognising the use of common affixes to nouns, for example, ‘the man’s dog’, ‘to the river’, ‘in the sea’
- recognising the use of common affixes on verbs, for example, to indicate tense and mood
- recognising influences across Aboriginal and Torres Strait Islander languages, for example, shared words
- understanding and using elementary metalanguage to describe word types, for example, *noun*, *pronoun*, *verb*

Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages
[Key concepts: communication, narrative; Key processes: recognising, identifying]

(ACLFWU080)



- understanding that there are different ways of telling a story, such as Elders yarning, song, dance and music and associated visual design and spectacle, and through painting (body, bark, rock, sand)
- recognising that communication can also occur through sign language; identifying and using basic signs for things from the everyday environment
- understanding that texts have a purpose, for example, greetings, Welcome to Country/Acknowledgement of Country/Place, traditional stories, paintings, songs and dances convey community-wide messages
- identifying some features of narratives, for example, they are usually about journeys across Country, involving landforms, animals and plants
- recognising that writing, like speech, is rule-bound and involves following the conventions according to text type
- noticing how texts such as storybooks are sequenced and organised, for example, by identifying the main title and connections between pictures and text

Identify elements of the kinship system and its role in linking story and natural species and phenomena

[Key concepts: kinship, totemic relationships, place, cultural practices; Key processes: identifying, recognising]

(ACLFWU081)



- using kinship charts to identify kinship terms for immediate family, comparing with terms used in their own family
- recognising that Aboriginal and Torres Strait Islander peoples have their own personal relationships with animal species and natural phenomena
- recognising that people have a personal relationship with place, for example, birth place
- identifying skin names where appropriate
- understanding that ceremonial body markings, designs and paintings are determined by family, skin and story
- identifying which stories belong to which natural features, including animals and natural species, and discussing their significance

Language variation and change

Elaborations

Recognise that different words and language forms are used to address and communicate with people according to relationship and context

[Key concepts: kinship, context, relationship; Key processes: noticing, recognising]

(ACLFWU082)



- noticing that different forms of address and kinship terms are used depending on the relationship between participants
- recognising that the way someone is related to others affects how he or she speaks to them
- recognising that ways of speaking vary according to context and situation, for example, language used when interacting with peers during playground games is different to that used with the teaching team and with visiting Elders/community speakers
- recognising that language used in particular interactions can vary between cultural contexts, for example, the use of titles in English compared to kin categories in the target language

Recognise that languages borrow words from each other

[Key concepts: relatedness, word borrowing; Key processes: identifying, recognising, comparing]

(ACLFWU083)



- noticing and describing Aboriginal and Torres Strait Islander words and phrases used in everyday Australian life e.g. *jarrah*, *koala*, *euro*, *dingo*, *billabong*
- recognising words in the target language that are borrowed from English
- recognising that some words in the target language have come from other Aboriginal/Torres Strait Islander languages

Language awareness

Elaborations

Identify the region of the target language and notice how it is part of the broader regional and national language diversity
[Key concepts: linguistic diversity, language revival; Key processes: identifying, recognising]

(ACLFWU084)



- identifying regions, places and communities where the target language is spoken
- identifying immediate neighbours of the target language wherever it is spoken
- recognising that there are many different Aboriginal and Torres Strait Islander languages in Australia, for example, by viewing Language maps of their region, their state and the whole of Australia
- recognising general geographic types of Aboriginal and Torres Strait Islander languages, including the target language region, for example, desert, coastal, rain forest, sub-alpine, riverine and seas
- recognising that linguistic diversity in contemporary Australia includes Indigenous as well as non-Indigenous languages, and that Australia has many languages, for example, by identifying languages used by classmates by creating a class profile or language map
- recognising that some Aboriginal languages and Torres Strait Islander languages in Australia are strong, while others are endangered or in the process of being revived or reclaimed
- recognising shared vocabulary across groups of Aboriginal and Torres Strait Islander languages, for example, 'hand', 'water', 'crow'

Understand that language belongs to communities and that language learning requires the application of respectful and appropriate behaviour
[Key concepts: ownership, belonging, respect; Key processes: demonstrating, applying]

(ACLFWU085)



- understanding that each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are the language owners or custodians
- demonstrating and applying respectful and appropriate behaviours, including the use of appropriate language forms, in the presence of visiting Elders/community members
- understanding the purpose of Welcomes to Country/Acknowledgements of Country and talking about their experiences of participating in welcomes and acknowledgements, for example, at school, sporting events, festivities

Role of language and culture

Elaborations

Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them

[Key concepts: Country/Place, Language, Culture, symbol;
Key processes: noticing, recognising, questioning, making connections]

(ACLFWU086)



- exploring culture as an essential part of human life, understanding that it is shared and passed on between generations; that it includes observables such as ways of cooking and ways of greeting, symbols such as flags and colours, as well as invisible elements such as beliefs and values, how people think about themselves and others, and how they relate to their environment
- recognising that in each culture there are general rules of what to say and do, when, where and with whom, and that these rules differ from culture to culture
- recognising that beliefs and behaviours are woven into languages and cannot be separated from them
- noticing how respect for Elders and Country/Place is built into the language
- recognising significant symbols and features in the target language, for example, in song, visual design, dance moves
- recognising that languages encapsulates values held about land and Country, for example, caring for Country

Role of language building

Recognise that Aboriginal and Torres Strait Islander languages are transmitted from generation to generation
[Key concept: oral transmission; Key processes: noticing, recognising, considering, valuing]

(ACLFWU087)



Elaborations

- recognising that Aboriginal and Torres Strait Islander languages have been maintained through an oral rather than a written tradition
- recognising that Aboriginal and Torres Strait Islander languages have been maintained and passed down through generations by means of storytelling, performance, songs and viewing Country/Place as text
- recognising that language speakers are the most important primary source of language knowledge
- considering why learning an Aboriginal language/Torres Strait Islander language is important to the school community and considering how this promotes Aboriginal languages and Torres Strait Islander languages more generally

Framework for Aboriginal Languages and Torres Strait Islander Languages

Foundation to Year 2 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages Second Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L2 in the school context. The achievement standards will need to be adapted for specific Aboriginal and Torres Strait Islander languages.

By the end of Year 2, students interact with the teaching team, visiting Elders and community members to talk about themselves, family, friends and immediate environment using familiar language supported by gestures. When interacting with Elders and community speakers, they use appropriate forms of address and terms of respect. They use movement, gestures and rehearsed language to participate in guided group activities, such as adapting and performing action songs. They interact in familiar classroom routines by responding to requests, following instructions and using routine classroom language, for example, to request classroom objects. Students listen to, read, view and comprehend texts that are short, clearly structured and supported by visuals and paralinguistic elements, for example, tone of voice, facial expression, gesture and repetition and recycling of structures and vocabulary. They demonstrate their understanding of the target language region, for example, by making simple statements and giving descriptions of animals, food and artefacts, labelling and sorting these into categories, or by pointing to key topographical features on a map or at pictures of food sources, plants and animals in response to questions. They respond to texts such as stories, songs, dance and visual art through singing, miming, play-acting, drawing, action and movement. They demonstrate understanding by naming key characters, significant places, landscapes or topographical features and by identifying key messages. Students use familiar words, patterns and support materials to create and present shared stories, songs and performances. They translate and explain in English the meaning of target language words, simple phrases and gestures used in everyday contexts and situations. They create simple bilingual texts for the classroom environment, such as captions, labels and wall charts. They identify markers of their own identity, such as family, school/class and language/s, and compare these to the importance of language, place and family in the formation of identity in Aboriginal and Torres Strait Islander communities. Students identify similarities and differences in the ways they interact when communicating in English and the target language.

Students distinguish between the sounds of the target language and English and link sounds to written symbols and conventions. They use simple metalanguage to describe elemental structures of the target language, such as word order and word types. They identify how messages in Aboriginal and Torres Strait Islander languages can be communicated in a number of ways, such as Elders' story-telling or through song, dance and visual design. Students identify kinship terms used for immediate family members and recognise that Aboriginal and Torres Strait Islander peoples have their own personal relationships with place, natural species and phenomena. They identify which stories belong to which natural features, including animals and natural species. They know that different forms of address and kinship terms are used and depend on relationship and context. They identify some words in the language that have been borrowed from other languages. They identify regions, places and communities where the target language is spoken and recognise that there are many different languages spoken in their class, their local community and in Australia. They recognise that language speakers are the most important primary source of language knowledge and that language use reflects where and how people live and what is important to them.

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 3 to 6

The nature of the learner, the pathway and particular language

Languages studied in the Second Language Learner Pathway (L2) are typically languages used in spoken form as the language of everyday communication by whole communities across all generations.

The second language learner pathway has been written on the assumption that learning will occur off-Country involving students who are typically not from the language community and have little or no experience of the language and culture. They are introduced to learning the language at school as an additional, new language.

The language chosen for curriculum development should have a sizeable set of resources in a variety of media, such as local documentaries, bilingual narrative and descriptive texts, and educational materials in print and digital form. Learning is enriched and authenticated by interaction with visiting Elders and community speakers, and where possible visits to Country/Place. Information and communications technologies provide additional resources to support a range of language and culture experiences.

The curriculum content and achievement standards in the Second Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a second language. The content descriptions, content elaborations and achievement standards for the Second Language Learner pathway will need to be adapted for use with the particular language being taught and will need to be modified if the program occurs on-Country or if the learners are from the language community.

At this level, children are developing awareness of their social worlds and of their membership of various groups. They are widening their social networks, experiences and communicative repertoires. They are gaining greater awareness of the world around them. They benefit from various forms of activity-based learning that build on their interests and capabilities, and make connections with other learning areas.

Language learning and use

Learners use formulaic phrases in the target language to participate in classroom routines, presentations and structured conversations with the teaching team, peers, visiting Elders and community speakers. They respond to teacher-generated questions about texts, participate in games, and follow instructions and procedures.

They focus on aspects of their personal worlds and are introduced to content related to the target language Country/Place and the communities where it is spoken.

The development of oral proficiency relies on rich language input. Learners engage in different types of listening and develop active-listening and comprehension skills using contextual, grammatical, phonic and non-verbal cues. They extend their oral fluency by focusing on sentence-level intonation and stress.

They participate in shared and guided reading and learn to apply their knowledge of key words and textual features to predict the meaning of unfamiliar language. Learners use modelled language to create new texts and to extend their language use through expanding and connecting sentences to express more complex ideas and situations. To support their developing knowledge of vocabulary and sentence construction, learners continue to build metalanguage for describing aspects of the target language and how it works.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team. Learners may have some access to visiting Elders and community speakers, opportunities to communicate with peers in the target language region using technology, perhaps visit the target language region themselves, or view touring performances or art displays from there.

Texts and resources

Learners engage with a growing range of visual, spoken, written and digital texts, such as photographs, maps, bush calendars, seasonal charts, posters, songs, raps, dances, stories, paintings and visual design accompanying performance, video clips and films.

Level of support

The primary support for learners is the teaching team, which provides instruction, explanation, examples of modelled language use, repetition, reinforcement and feedback on student work. Learning experiences and activities are carefully scaffolded and resourced, with sufficient time allowed for experimentation, drafting and redrafting. Learners need practice and guidance in using resources such as dictionaries, word charts, vocabulary lists and exemplars when translating and creating texts.

The role of languages

Learners use the target language for classroom routines and language learning tasks, for listening to, reading and viewing texts and in interactions with the teaching team, visiting Elders and other community speakers.

The language of response varies according to the nature and demands of the learning experience, with the target language used primarily for communicating in structured and supported tasks and English and other known languages used for open-ended, comparative tasks that develop learners' understanding of language and culture.

Years 3 to 6 Content Descriptions

Communicating	
Socialising	Elaborations

Interact with peers, the teaching team and visiting Elders/community speakers about aspects of their personal worlds, such as experiences at school, home, everyday routines and favourite pastimes, interests and activities
[Key concepts: relationship, kinship, family, experience; Key Processes: describing, sharing, responding, recounting]

(ACLFWC088)



- describing self in relation to daily routines, family and friends, pastimes and aspects of school and home life, using familiar and modelled language
 - sharing and comparing their responses to learning experiences such as visits or school and class activities, using gestures, illustrations and graphics to support the elaboration of meaning
 - asking and responding to questions to identify or describe features of people, creatures and objects in the environment, for example, by referring to colour, size, number, location
 - corresponding with young target language learners in other contexts in print or digital form, asking and answering factual questions about self, their class, interests, leisure activities, likes and dislikes
 - giving opinions about aspects of their personal worlds, such as interests and leisure activities
 - describing other people, such as family members, friends and teachers, for example, by identifying their kin relationship, physical appearance and characteristics/qualities
 - showing interest in and respect for others, for example, by expressing praise or encouragement
 - expressing personal experiences, feelings and plans, using modelled sentence patterns
-

Participate in guided tasks that involve following instructions, making things, cooperating with peers, planning for and conducting shared events or activities or presenting at a school performance

[Key concepts: collaboration, planning; Key processes: compiling, rehearsing, presenting, making]

(ACLFWC089)



- working with others to take action, such as producing a poster or invitation for a special event or creating a bush tucker garden
- interacting with Elders/community speakers, following instructions/procedures, for example, to make an artefact, create an art work or prepare bush tucker, including hand signs as appropriate
- discussing young people's interests and preferences in different contexts, such as favourite activities, foods, television programs, computer games, how they get to school, leisure activities at different times of the year, languages they speak at home
- participating in national celebrations and significant events, for example, NAIDOC Week, Reconciliation Week, Harmony Day, then reflecting or reporting on the experience, for example by labelling and captioning photos for a class display
- creating a skit, performance or action game to introduce a buddy class to aspects of the target language and culture, for example, protocols for introducing others, individual words or expressions that have particular social/cultural significance, common items and artefacts and gestures
- engaging in shared tasks which involve planning and collaborating, for example, preparing, rehearsing and conducting public presentations and performances, such as an item for a school assembly or a digital presentation about a significant event
- giving directions, for example, to guide others to locations or through an obstacle course

Participate in everyday classroom activities and routines, such as responding to questions and requests, asking permission, requesting help, praising or complimenting one another and apologising

[Key concepts: routine, interaction; Key processes: responding, contributing, enquiring]

(ACLFWC090)



- initiating and responding to language for classroom routines and needs, such as requesting a drink, asking permission to leave the classroom, borrowing equipment, using rehearsed phrases and sentences
- recognising and rehearsing interjections or fillers commonly used in conversations
- asking and responding to questions with simple statements, for example, asking for/providing help, repetition or clarification, asking how/explaining how to say or write something
- praising, complimenting and encouraging one another and apologising
- enquiring about and describing the location of classroom items and materials
- contributing to the creation and display of a set of class rules
- participating in class activities such as word, board, movement or digital games
- expressing preferences among different offered options

Informing

Elaborations

Gather, classify and compare information from a range of sources associated with the target language Country/Place, community and daily life

[Key concepts: community life, leisure, environment, Indigenous knowledge, health and well-being; Key processes: identifying, researching, compiling, presenting, tabulating, categorising, giving directions]

(ACLFWC091)



- labelling, ordering and classifying natural objects from the environment using, Indigenous categories
 - obtaining information from a variety of sources about characteristic elements of the target language region, such as habitats and life cycles of different animals/birds or insects; bush plants, water supply, night sky and stars, for example, by listening to visiting Elder/community speakers and presenting findings in chart, poster, table, graphic or digital form
 - viewing, reading and interpreting texts such as bush calendars and seasonal charts, identifying features of seasons, weather patterns, plant cycles, animal behaviour and associated activities and comparing these with other seasonal calendars
 - reading, viewing or listening to simple community texts such as posters from health clinics, school magazines, community notices, answering questions by selecting from options and filling in gaps
 - viewing a demonstration, for example, cooking bush tucker, cooking in an earth oven, recording key words and phrases related to the processes of collecting and preparing
 - extracting key points from a range of spoken, written or digital texts such as posters, charts or brochures on topics such as health, well-being and cultural safety, discussing key messages and relating to them to issues in their own situations
 - giving and following directions, for example, how to get to key community facilities such as the store, football ground or school, using maps or images of the relevant area
 - locating information about social and cultural events in the target language community, such as the time of year they occur and associated activities, presenting findings in chart, poster or digital form
 - obtaining and compiling information from children in the target language community about aspects of their daily lives, using face-to-face or digital modes of communication, and presenting findings to others
 - surveying peers and community members on different topics, presenting results in chart, graph or digital format, for example, favourite television programs, video games, foods, football teams, sports or bands, after school activities/ hours spent in those activities, languages spoken in their homes and communities
-

Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions

[Key concepts: Country/Place, community life; Key processes: creating, presenting, profiling]

(ACLFWC092)



- talking about Country/Place, using a range of location and direction terms
- presenting information in spoken, print and digital form about the target language region, events and daily activities
- using a range of methods to record and display information about the target language region, drawing on local practices used by the target language community to represent Country/Place
- creating a profile of a prominent community figure, for example, a sports personality, community negotiator/spokesperson, musician, artist
- organising and presenting information relating to aspects of target language traditional and contemporary culture, for example, art, dance, sports, artefacts, using simple sentence structures, familiar vocabulary and concrete materials

Creating

Elaborations

Listen to, read and view different real and imaginative texts, identifying and making simple statements about key elements, characters and events, and interpreting cultural expressions and behaviours

[Key concepts: visual design, representation, journey; Key processes: participating, describing, predicting, recalling, responding, listening, shared/guided reading; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips]

(ACLFWC093)



- recalling, illustrating and describing main characters and events in stories, songs and performances, for example, by selecting descriptive modelled statements as captions to their pictures and responding to questions, such as, *Who? Where? How long? What?*
 - reading, listening to and viewing texts, using contextual and visual cues to make predictions about the development or flow of ideas, responding to questions and sharing opinions about characters, ideas and events
 - conveying understanding of plot and sequence in texts, for example, by re-creating a sequence using a storyboard, labelling key events or creating a timeline
 - mapping sites, landforms and other features of Country through which a travelling story passes
 - listening to Elders/community speakers tell stories, interpreting signs and gestures, retelling the story to others in spoken, written or multimodal form, using a combination of key words and phrases, illustrations and visual props
 - interacting/engaging with and interpreting artistic traditions and visual designs associated with the target language community, for example, paintings, sculptures, dance
 - discussing key messages, such as social values and rules for living, that are expressed in stories, songs and dance in oral, print, digital and performance formats, comparing to messages conveyed by similar texts in their own cultures
 - responding to a creative contemporary text by manipulating the original to create a new version, for example, by re-sequencing events, adding new elements, changing locations or characters, or creating alternative endings
 - understanding and discussing the cultural importance of story and the role of storytelling in transmitting language and culture
-

Create and present imaginative texts that use familiar expressions and modelled language for a range of audiences
[Key concepts: imagination, entertainment; Key processes: imagining, creating, experimenting, performing, storytelling; Key text types: raps, songs, performances, digital texts, video clips, skits, paintings and visual design]

(ACLFWC094)



- creating and performing own stories, songs and skits, including the use of paralinguistic elements such as gesture and facial expression, to enhance audience comprehension and entertainment
- experimenting with different ways of telling stories, using a range of different texts, for example, oral texts, photo stories, e-books, dance, visual design, drawings on soft and hard surfaces
- creating, performing and presenting imaginative texts such as skits, songs and raps, using digital techniques and both rehearsed and spontaneous language
- creating and presenting real or imaginary characters, places or animals through performance, digital display or visual representation
- incorporating onomatopoeic sounds into written/performed texts to enrich the texts and entertain others
- creating imaginative texts to entertain younger audiences, for example, audio Big Books, puppet plays, performances for the school or community, cartoons, short video clips or vokis, selecting language and images that enrich the visual or listening experience
- creating shared art work (visual/ performing) to tell a story, using selected elements, symbols and conventions from the target language culture/community as appropriate
- recounting stories about their own family and community, using different styles of presentation

Translating

Translate simple texts from the target language into English and vice versa, identifying elements which require interpretation rather than translation and involve cultural references

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

(ACLFWC095)



Elaborations

- using visual or print dictionaries, word lists and pictures to translate simple familiar texts, such as labels, captions, charts, posters, applying knowledge of grammatical rules and understanding of context to assist in translation, for example, by identifying word stems or removing affixes
- translating texts, identifying culture-specific concepts and expressions that do not easily translate into English, for example, language related to artefacts, place names, kinship relations, name substitutes
- interpreting terminology for parts of the body and their metaphoric use in relation to landscape and artefacts, drawing comparisons with English or other languages
- identifying words and phrases that have more than one literal meaning
- showing others how different signs and hand talk are used and explaining their meaning and symbolism
- interpreting art works and performances to others, including the use of symbolism

Create bilingual texts for the classroom and the school community, such as songs, picture dictionaries, photo stories, captions for images and displays

[Key concepts: bilingualism, expression; Key processes: performing, describing, code-mixing, captioning]

(ACLFWC096)



- creating bilingual wall charts or picture dictionaries with captions, stickers and simple descriptions in English to explain target language words and related cultural ideas
- performing bilingual versions of familiar songs, alternating between the two languages and switching key words in repeated phrases or refrains
- creating bilingual texts for the classroom and the school community, for example, posters, songs and online newsletter items, discussing with others how to represent meaning in different languages for different audiences
- creating bilingual texts such as brochures, posters or website posts to inform others about upcoming events

Identity

Interact with others, noticing how ways of communicating with and responding to each other shape and reflect identity

[Key concepts: identity, kinship, community, membership; Key processes: creating, representing, comparing]

(ACLFWC097)



Elaborations

- developing a class wall chart or creating family trees, labelling with appropriate kinship terms for extended family members
- using visual representations such as concept maps, posters or captioned slide presentations to identify group memberships, for example, friends, family, sporting, interests and community groups, discussing what such associations contribute to their sense of identity)
- creating a profile to capture their sense of self, for example, through an avatar or montage, using key words and simple expressions to comment on the significance of particular events, relationships or experiences
- considering how their own upbringing and experiences impact on assumptions they bring to in intercultural interactions, for example, in relation to concepts such as leisure and free time, family and community responsibilities, reflecting on whether these assumptions have changed in the process of learning the target language
- noticing and comparing their own and each other's ways of communicating, identifying elements that reflect cultural differences or influences of other languages
- monitoring their own development as a learner of the target language, for example, by recording learning experiences and reflections in blogs, learning logs or journals
- identifying markers of identity that may be important across all cultures, for example, family, community, location, language, age, gender

Reflecting

Elaborations

Notice and describe some ways in which the target language and associated communicative behaviours are similar or different to their own language(s) and forms of cultural expression

[Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]

(ACLFWC098)



- noticing how respect is shown to Elders in the community through practices such as terms of address and expressions of deference, and comparing to practices associated with their own languages and cultures
- noticing and describing similarities and differences between target language and Australian-English language and communicative behaviours used in certain social situations, for example, forms of address, the use of body language, intonation, facial and vocal expression and eye contact; etiquette associated with meal times, expressions used when leaving or returning home
- identifying elements of communication and cultural expression represented in target language stories, songs, visual design, dance or audio/visual media, such as IndigiTUBE, and responding by sharing/ comparing individual responses to these
- comparing their own and each other's reflections on the experience of learning the target language, considering whether their attitudes or understandings have changed in any respects

Understanding

Systems of language

Produce sounds, stress, intonation patterns of the target language, using developing phonemic awareness linked to the writing system

[Key concepts; punctuation, upper and lower case letters, diacritics, intonation, spelling; Key processes: identifying, discriminating, noticing, listening, reading]

(ACLFWU099)



Elaborations

- discriminating meaningful sounds, morphemes and intonation patterns in words, phrases, statements, questions, commands, requests and exclamations
- using knowledge of sound–symbol correspondences in the language to identify morphemes, words and phrases in speech and to match these with their written forms
- using appropriate conventions of the written language, including punctuation, capitalisation, diacritics, digraphs to support links with spoken language
- paying attention to consistency in target language spelling with reference to the sound system of the language
- using knowledge of sound–symbol correspondences to read familiar and new words out aloud from their written forms
- noticing the various roles of the speech organs in the production of sounds in the language and comparing these with the pronunciation of English and other known languages

Expand vocabulary in the target language through word-formation and building processes, and recognise and use simple structures

[Key concepts; word formation, word class, grammatical person and number, negation; Key processes: noticing, comparing, applying, understanding, modifying meaning]

(ACLFWU100)



- understanding the concept of word formation, for example, how a word changes meaning and form with the addition/change of a suffix or prefix to convey different meanings
- constructing expressions referring to people, places, things and events in building and varying messages, using:
 - nouns and adjectives in phrases for people, characters, places and objects, for example, compound nouns, reduplications and nominalisations, adjectives used without an associated noun
 - sentences without verbs, for example, 'this (is) my bag'
 - different types of pronouns, for example, personal, kinship, demonstrative and interrogative in all persons and numbers
 - determiners and quantifiers, for example, 'some', 'every', 'other', 'few', 'much', 'all', and words for groups
 - marking to indicate possession and other types of association, for example, 'let's go for water'
 - appropriate use of transitive and intransitive verbs
 - verbs of stance used in existential expressions, for example, 'there is a creek lying near the road'
 - verbs to talk about actions, processes, thoughts and feelings
 - moods of verbs including statements, questions, imperatives, commands, intention, purpose, likelihood, reported speech
 - negation
- expressing time, manner, attitude and place, using:
 - tenses, including past, present and future/non-past
 - temporal expressions, for example, relating to day–night cycle, lunar and seasonal cycles, 'before' and 'after', 'soon', 'recent', 'long ago'
 - expressions of frequency, for example, 'often', 'always', 'once', 'briefly'
 - sentence-level attitudinal particles, for example, 'maybe', 'it is said', 'what do you say?', 'would you mind?', 'you see'
 - locational cases, for example, 'in', 'an', 'at', 'near', 'besides', 'to', 'towards', 'from'
 - adverbs of manner, location and time, for example, 'again', 'more', 'in turn', 'too late', 'as well'
 - structuring and linking clauses, for example, relating to coordination, subordination, embedding
- understanding that languages are rule-bound and systematic
- understanding that rules vary between languages, for example, in relation to word-building and word order at phrase and sentence level

- making comparisons and identifying patterns in and between languages, for example, in relation to free and fixed word order, tenses in verbs, the use of affixes versus prepositions
- noticing similarities between particular vocabulary sets in languages from the same region, such as words for body parts
- developing metalanguage for talking about elements of language, for example, noun phrases, suffixes, prefixes, tense, transitivity

Understand that texts such as stories, paintings, songs and dances have a distinct purpose and particular language features, and understand and apply text conventions
[Key concepts: purpose, genre, text features; Key processes: recognising, identifying, distinguishing, applying, linking]

(ACLFWU101)



- distinguishing the purpose of a text and its features, for example, narratives are usually about journeys across Country and convey explanations about why features of Country exist and are important, while mud-maps are for conveying basic directions
- investigating the purpose and use of sign language, for example, for hunting, for recent bereavements, for communicating at a distance, for restricting who can understand the message
- understanding and using a combination of signs to convey a message
- understanding that many Aboriginal and Torres Strait Islander languages are primarily oral and conventions of written text are being developed
- applying emerging understanding of text conventions using classroom models, for example, determining points in written versions of oral texts at which commas, full stops and paragraph breaks might be used
- accommodating features such as repetition and parallelism that characterises oral texts in written language
- recognising language features typically associated with familiar texts, for example, the use of imperatives in games, instructions and procedures, and the use of past and habitual tense in traditional narratives and recounts
- linking ideas using appropriate grammatical forms, for example, connectives, serialisation, embedding
- recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon

Understand the core role of the kinship system in social behaviour and the relationship between Place, History and society

[Key concepts: kinship system, ways of talking, human relationships, interrelatedness; Key processes: recognising, interpreting, discussing]

(ACLFWU102)



- interpreting kinship charts to identify kin terms for wider family groupings and comparing these with their own languages and cultures, for example, maternal versus paternal grandparents, presence or absence of birth order names
- recognising that individuals may belong to certain types of sub-groups, for example, moiety, clan and skin and identifying these
- understanding that interactions and behaviour, including ways of talking, are patterned by kinship structures
- discussing the links between ceremonies, people, stories and Country/Place and the social importance of connections to History
- recognising that certain places have special significance to the community, representing special bonds between people, place and story
- understanding that ownership of songs, stories, dances and designs is determined by traditional kinship, other social groupings, place, History and story

Language variation and change

Elaborations

Understand that speakers vary language forms according to kin relationship and context of situation

[Key concepts: kinship, respect, register, silence, taboo; Key processes observing, examining, explaining, investigating; noticing, recognising]

(ACLFWU103)



- observing how language is used to establish, maintain and reflect kin-based relationships
- recognising that there are specific ways of communicating messages that are linked with relationships, for example, deference and respect within families and for respected kin, such as speaking on the side, using indirect references, silences, gestures, eye contact, different registers and modes
- investigating word taboo and reasons for their existence
- observing that expressions can be made more or less formal and more casual to suit the relationship between speakers, for example, relaxed, joking styles used between brothers-in-law
- noticing differences in the ways in which both target language speakers and English speakers communicate with different people, for example, with young children, with unfamiliar adults or with Elders
- reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour

Recognise that languages change over time
[Key concepts: regional languages, language shift, language loss, borrowing and relatedness; Key processes: identifying, recognising]

(ACLFWU104)



- identifying words that are the same as or similar to words in neighbouring languages
- understanding ways in which languages influence one another, for example, language shift, language loss, shared writing systems and concepts, loan words
- discussing loan words that have been incorporated from other languages to describe new concepts, for example, words for new things, including technological innovations
- understanding that language and culture together continually change as a result of contact with other languages and cultures

Language awareness

Elaborations

Explore the language situation of target language communities and the diversity of language situations in Australia
[Key concepts: language communities, language transmission, language maintenance and development, language revival, change, sign; Key processes: recognising, discussing, investigating]

(ACLFWU105)



- investigating the nature of the distribution of target language speakers across Australia, the nature and extent of target language use in Australia, the use of the target language in the media, for example, TV programs, films, IndigiTUBE
- learning about the current situation of the target language: its state of health and the nature of the speech community, particularly in relation to generational differences
- recognising that many community members are multilingual and discussing the reasons for this
- recognising that Aboriginal languages and Torres Strait Islander languages may have two or more regional varieties and consider reasons for this
- recognising how the target language has been transmitted across generations and how it has been recorded, understanding reasons for different spellings of words within the target language
- recognising that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and investigate the diversity of historical reasons for this
- investigating language revival programs, for example, associated processes and protocols, success stories and challenges, and what these efforts mean to the communities
- understanding that the target language is among the small number of languages still spoken across all generations
- investigating the intergenerational transmission of Aboriginal and Torres Strait Islander languages
- exploring how physical and biological environments affect linguistic ecology
- recognising that some words are shared across several Aboriginal and Torres Strait Islander languages, understanding why there might be differences in spelling

Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined
[Key concepts: cultural safety, protocol; Key processes: recognising, observing, discussing]

(ACLFWU106)



- understanding that there are open and closed versions of stories and ceremonies
- observing and discussing protocols surrounding the retelling and sharing of stories
- recognising and using principles and protocols of cultural safety when engaging with cultural material/property, such as names of things, peoples and places, visual and aural recordings, including art work and family homes

Role of language and culture

Elaborations

Explore connections between identity and cultural values and beliefs and the expression of these connections in an Aboriginal and/or Torres Strait Islander language
[Key concepts: Country/Place, cultural expression and transmission, values, beliefs, spirituality; Key processes: observing, making connections, discussing, investigating]

(ACLFWU107)



- understanding the role of Aboriginal and Torres Strait Islander languages and cultures in caring for Country/Place and the environment
- investigating how Aboriginal and Torres Strait Islander peoples express their relationship with the natural environment through language, for example, in relation to seasons, stars, reef, rivers, waterholes, plants and animals
- understanding the importance and significance of Welcome to Country/Place, for example, through discussions with Elders
- understanding that Aboriginal languages and Torres Strait Islander languages are storehouses of cultural, environmental and social knowledge
- recognising that song and song language play a central role as storehouses of knowledge
- understanding that Aboriginal languages and Torres Strait Islander languages have a rich oral literature, which recounts the epic journeys and events associated with totemic ancestors/cultural heroes, and understanding that these stories map the land and embody the values and mores of Aboriginal and Torres Strait Islander cultures
- understanding and discussing the importance of story and the role of storytelling in transmitting language and culture
- recognising ways cultural values are expressed in language, for example, through forms of address, speech prohibitions and styles, respect, land–language associations and non-verbal communicative behaviours
- observing that concepts may be culture-specific, for example, capturing how relationships are structured; how time and quantity are expressed; how land, water, sea and sky are viewed, spatial awareness
- recognising that Aboriginal languages and Torres Strait Islander languages have various social, spiritual and cultural functions in communities
- identifying how the target language categorises things differently from English, for example, generic words and specific words for animals and plants, such as 'kangaroo' and 'tree', and consider reasons for this

Role of language building

Elaborations

Understand ways the target language and culture can be maintained and strengthened in changing contexts

[Key concepts: language maintenance, and development ;

Key processes: discussing, exploring, considering, investigating, language building]

(ACLFWU108)



- exploring ways that language and culture have been maintained and strengthened in the target language communities, for example, using the language in families and school language programs, story-telling, writing, recording, archiving material, media services, songs and music, visual design
- recognising that there are target language materials, such as audiotapes, visual and historical documents, available through community organisations and in local, state and national archives and libraries
- exploring some of the complexities and challenges involved in keeping oral traditions strong

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 3 to 6 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages Second Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L2 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.

By the end of Year 6, students share information about aspects of their personal worlds, such as their family and friends, interests, everyday routines and experiences, using familiar language and modelled sentence patterns. They interact appropriately with Elders and community speakers, and apply principles and protocols of cultural safety when engaging with cultural material such as artefacts, works of art, texts and performances. When interacting in the classroom, they ask and respond to questions, request help, repetition or clarification, and respond to requests and instructions. Students locate key points of information and messages in a range of spoken, written, visual and multi-modal sources associated with the target language region, community and culture. They demonstrate their understanding of the language region, community and culture, for example, by labelling, organising and classifying natural objects, plants and animals from the environment, identifying and describing key features and landforms, seasonal characteristics, and aspects of traditional and contemporary ways of life. Students view, read and listen to stories, songs, dances and artistic traditions, and demonstrate understanding, for example, by describing characters and events, creating timelines, explaining iconographies and identifying key messages, comparing these to messages conveyed by stories in their own cultures. They recognise that ownership of songs, stories, dances and designs is determined by kinship and other social groupings. They know that song and story carry Indigenous knowledge in the context of Country/Place and family. Students use simple and formulaic language, with the support of structured models, to create short informative and imaginative connected texts in various modes and formats. They translate a range of community texts, such as signs, notices, health charts, posters, relying on key words, and they identify and describe culture-specific concepts and expressions. They create bilingual texts for the classroom and school community that explain target language words and related cultural ideas. They identify markers of identity across cultures and recognise the importance of language, Country/Place and culture to the identity and future aspirations of Aboriginal and Torres Strait Islander peoples. Students reflect on their own cultural identity in light of their experience of learning the language, explaining how their ideas and ways of communicating are influenced by their own cultural backgrounds.

Students know that the target language has its own pronunciation, spelling and grammar, and they apply this knowledge to predict the sound, spelling and meaning of new words and expressions. They use metalanguage for language explanation, for making comparisons with English forms, and for reflecting on the experience of learning the target language and culture. They identify the distinct purpose, language features and conventions of texts such as stories, paintings, songs and dances. Students demonstrate understanding of core elements of the kinship system and its role in social behaviour, by identifying and explaining kin terms, recognising that everyone belongs to certain types of sub-groups and recognising that interactions are patterned by these structures. Students know that language use must be adjusted to suit different contexts, situations and relationships. They provide examples of how languages change over time by identifying words and phrases borrowed from English and other languages, including words that are similar to or borrowed from neighbouring Indigenous languages. Students recognise that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and can give some historical reasons for this. They identify connections between identity and cultural values and beliefs, and explain the importance of maintaining and strengthening Aboriginal and Torres Strait Islander languages for the particular community involved and for the broader Australian community. They make connections with their own experience when talking about languages and cultures.

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 7 to 10

The nature of the learner, the pathway and particular language

Languages studied in the Second Language Learner Pathway (L2) are typically languages used in spoken form as the language of everyday communication by whole communities across all generations.

The second language learner pathway has been written on the assumption that learning will occur off-Country involving students who are typically not from the language community and have little or no experience of the language and culture. They are introduced to learning the language at school as an additional, new language.

The language chosen for curriculum development should have a sizeable set of resources in a variety of media, such as local documentaries, bilingual narrative and descriptive texts, and educational materials in print and digital form. Learning is enriched and authenticated by interaction with visiting Elders and community speakers, and where possible visits to Country/Place. Information and communications technologies provide additional resources to support a range of language and culture experiences.

The curriculum content and achievement standards in the Second Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a second language. The content descriptions, content elaborations and achievement standards for the Second Language Learner pathway will need to be adapted for use with the particular language being taught and will need to be modified if the program occurs on-Country or if the learners are from the language community.

At this level, students bring a range of language learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with issues of youth, society and environment. They are increasingly independent and capable of analysis and reflection. They are considering their future pathways and choices, including how the language could be part of these.

Language learning and use

Learners interact using the target language in classroom routines and communicative tasks. They give presentations and participate in conversations, with some preparation and support, such as cue cards. They use the language more fluently, with a greater degree of self-correction and revision. They acquire skills in analysing and translating increasingly complex texts.

Learners are extending the range and quality of their writing through increased vocabulary and grammar knowledge, and by drafting and editing their own work and that of their peers. They use models to create a range of texts, including descriptions, recounts and reflections.

They are increasingly aware of connections between language and culture, noticing, for example, different language use according to kin relationships. They are learning to reflect on their own language and culture, and how identity impacts on intercultural experiences.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team. Students may have some access to visiting Elders and community speakers, and may use technology to communicate with peers in the target language region, such as through a sister-school partnership. Some students may have opportunities to visit the target language region themselves or to view touring performances and art displays.

Texts and resources

Learners engage with a range of visual, spoken, written and digital texts, such as photographs, maps, bush calendars, seasonal charts, posters, songs, raps, dances, stories, paintings and visual design, video clips, and films.

Level of support

Learners are increasingly aware of and responsible for their own learning. They continue to access and use resources such as word lists, modelled texts and dictionaries. Teacher feedback continues to support their receptive and productive language use.

Learners require explicit instruction in the grammatical system of the target language, supported by comparisons with English and other known languages. They also require opportunities to discuss, practise and use their knowledge. They monitor their learning progress, for example by keeping records of their learning, such as journals, folios or blogs, and use these resources to reflect on their language learning and intercultural experiences.

The role of languages

The target language is used for classroom interaction, language learning activities and experiences, and reflection on learning. English is used to support analysis, comparison and reflection; it is also the medium for expressing personal views at a level beyond learners' range in the target language, such as justifying a position on a social issue or exploring and comparing linguistic and cultural practices and learning experiences.

Years 7 to 10 Content Descriptions

Communicating

Socialising

Engage with peers, the teaching team and visiting Elders/community speakers to share interests, experiences and aspirations, to exchange information about teenage life and to express opinions and feelings
[Key concepts: experience, aspiration; Key processes: recounting, exchanging, connecting]

(ACLFWC109)



Elaborations

- expressing and exchanging personal experiences, feelings, plans, goals, aspirations and viewpoints, providing reasons or justification
- asking and responding to open-ended questions, for example, *why*, *how*, *when* questions, using modelled sentence patterns
- engaging in face-to-face or online discussions with peers about shared interests, cultural practices and experiences, such as sport, food, study, music or fashion, extending or elaborating meaning, for example, by using comparisons or contrasts
- recounting experiences such as holidays, special events, milestones, sports events or celebrations
- sharing and comparing information about teenage life, daily routines and responsibilities
- sustaining and extending conversations by seeking additional information
- exchanging opinions about family, friends, teachers, subjects, entertainment, sport and leisure
- communicating with peers and other target language speakers in local or online communities, using active listening skills, turn-taking cues, requests for clarification and respectful language for agreeing or disagreeing

Engage in activities that involve collaboration, planning, organising and negotiating to take action

[Key concepts: event, experience, collaboration; Key processes: planning, organising, negotiating]

(ACLFWC110)



- participating in planning, making arrangements and negotiating details, using language related to place and activity, for example, organising class events, such as holding a lunch, party or performance
- creating displays, presentations or performances for family, friends or the school community to showcase progress in learning and using the target language
- giving and following instructions to play games or follow procedures such as recipes or making everyday items used by the target language community
- planning and preparing for a real or virtual visit to the target language community, preparing and rehearsing language forms, structures and vocabulary and considering appropriate behaviours
- planning and participating in learning experiences that combine linguistic and cultural elements, such as an excursion to a target language art exhibition or performance
- designing posters, displays and digital presentations to draw attention to issues relevant to the target language community, such as endangered wildlife, erosion, urban development, broadband access, roads and other infrastructure
- promoting events in the target language community, such as music festivals or footy matches

Interact in class activities that involve making requests and suggestions, seeking clarification, negotiating changes and expressing opinions

[Key concepts: opinion, discussion, respect; Key processes: requesting, negotiating, expressing, comparing, deciding, explaining]

(ACLFWC111)



- stating opinions, making suggestions or providing clarification
- negotiating with class members and members of the teaching team using respectful language when agreeing or disagreeing or negotiating changes
- asking for clarification, such as the spelling or meaning of a word
- making requests, offering and giving help and responding to instructions
- asking and responding to closed and open-ended questions, for example, in relation to class assignments or due dates
- expressing their responses to the experience of learning and using the target language, for example, by detailing preferences, likes and dislikes in relation to aspects/elements of the experience

Informing

Elaborations

Identify, analyse and summarise factual information obtained from a range of sources on a variety of topics and issues related to the region of the target language

[Key concepts: Indigenous knowledge, social and environmental issues, lifestyles, community initiatives and projects, community life; Key processes: summarising, synthesising, referencing]

(ACLFWC112)



- interviewing an Elder/community speaker about topics such as community initiatives and projects or life histories, observing correct respect protocols and presenting findings in formats such as digital presentations, posters, wall charts or oral summaries
- researching a social or environmental issue from the target language region, synthesising information and presenting findings on topics such as preservation of language, culture and land, health, education, transport, local food production and supplies, land management, feral animals, fish stocks, water supply
- engaging with simple texts such as school and community magazines, interviews, TV programs, IndigiTUBE, to gather facts about events, social and cultural activities or people, and reporting the information to others, for example, by creating a profile/report and structured summary of a prominent community person or significant event
- finding information and making comparisons between past and present ways of living in the target language community and presenting information using charts, pictures, PowerPoint presentations
- comparing information accessed through photos, IndigiTUBE and talks by community speakers about lifestyles and activities in the target language communities, such as major events, footy matches, dance nights, road trips/distances travelled, modes of transport, entertainment

Convey information about events, experiences or topics of shared interest, using different modes of presentation to suit different audiences and contexts

[Key concepts: audience, Country/Place, community life; Key processes: describing, explaining, creating, annotating]

(ACLFWC113)



- interpreting landscapes from photos or videos of the region and conveying information in spoken form
- creating a video clip or a photographic or journal record to share with other target language learners of activities such as school camps, excursions, performances, sporting events or visits to the target language region
- researching a social event from the target language region, such as a music festival, race meeting, sporting event, ceremony, anniversary of a key date, creating a multimodal text/resource that communicates key elements to other learners
- creating a virtual introduction to their own school and neighbourhood for a sister school from the target language region

Creating

Elaborations

Interpret and respond to a range of real and imaginative texts by sharing personal views, comparing themes, describing and explaining aspects of artistic expression and how these relate to land, people, plants, animals and social and ecological relationships

[Key concepts: representation, imagination; Key processes: interpreting, explaining, describing, discussing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips, films]

(ACLFWC114)



- listening to stories told by Elders/community speakers, interpreting signs and gestures, using correct protocols to ask clarifying questions about the stories and to find out about the role of storytelling in traditional and contemporary times
 - interpreting and responding to texts such as songs, stories, films or video clips by recording key vocabulary and expressions, identifying and explaining main ideas, key themes and sequences of events and sharing personal views and reactions with others
 - discussing how key messages and beliefs are communicated through stories and through visual and creative arts, for example, comparing the role and representation of animals, people and landscapes in different types of texts
 - discussing and explaining how land, water, sea, sky, people, plants and animals and social and ecological relationships are expressed through arts, including stories, paintings, songs, dance
 - describing and explaining aspects of artistic expression to others, for example, traditional and contemporary paintings, design, dance and the different roles of social groups in relation to traditional elements of song and dance and in the use of favoured materials and processes in the making of artefacts or the construction of headdresses
 - listening to, viewing and sharing personal reactions/responses to popular contemporary music, identifying key messages, themes and styles of performance, and considering how they incorporate commentary on social issues
 - discussing how stories and songs often link neighbouring Aboriginal and Torres Strait Islander groups and nations
-

Create a range of spoken, written and multimodal texts to entertain others, involving real or imagined contexts and characters

[Key concepts: imagination, journey; Key processes: creating, collaborating, performing, composing; Key] text types: raps, songs, performances, story, cartoons, advertisements, digital texts, video clips, skits, paintings and visual designs]

(ACLFWC115)



- creating a rap or skit, including in digital formats, to perform to their peers that provides commentary on a social issue that is important or relevant to them
- creating their own visual and performing art work (visual and performing) to convey a specific message, incorporating where appropriate elements and conventions of visual design from the target language community
- taking on the role of a character from a story and responding to questions in-role
- creating and performing real or imagined experiences, using expressive language, gestures and supporting materials to create dramatic effect
- creating cartoons, short plays or stories to present in class or to share with a wider virtual audience about personal past or future imagined experiences
- composing simple songs, jingles, posters and advertisements for real or imaginary situations or products
- telling the story of a real or of an imagined journey involving a variety of characters, places and events

Translating

Translate and interpret a range of texts from the target language to English and vice versa, comparing their versions and considering how to explain elements that involve cultural knowledge or understanding

[Key concepts: equivalence, representation, meaning, interpretation, idiom; Key processes: comparing, explaining, interpreting]

(ACLFWC116)



Elaborations

- translating and interpreting short texts from the target language to English and vice versa, comparing their interpretations and discussing possible reasons for differences
- translating and interpreting a range of texts, such as narratives, song lyrics, dialogues, posters, using resources such as dictionaries and grammars and considering how to explain elements that involve cultural knowledge or understanding
- identifying, using and explaining target language words and expressions that do not easily translate into English
- demonstrating and explaining elements of non-verbal communication in the target language that require interpretation, such as hand talk, gestures, facial expressions, eye contact, lip pointing
- analysing published bilingual texts, such as children's stories, health charts, films with sub-titles, commenting on differences between how each language represents meaning
- identifying and explaining concepts, practices and expressions in the target language which do not easily translate into English, and vice versa, for example, number systems, time, colour daily and seasonal cycles, kinship terms, environmental sounds/elements/items/processes, such as 'waving of bark in the wind', noises that birds make
- understanding and applying culturally appropriate and ethical behaviour when interpreting and translating the target language

Create bilingual texts in collaboration with others for the wider community

[Key concept: interpretation, bilingualism; Key processes: designing, explaining, classifying, glossing, annotating, composing]

(ACLFWC117)



- creating shared bilingual learning resources, such as print or digital word banks or glossaries of target language and English expressions used in everyday interactions
- performing a role-play or skit for an audience, using target language for the performance and English for supporting explanations and commentary
- creating bilingual texts, using subtitles and captions, to inform the school community about aspects of target language culture
- creating a bilingual display, for example, a video-clip or photographic display showcasing events and experiences such as a trip to the target language community or a bush trip
- creating bilingual digital texts, such as songs or dialogues, which allow display in either the target language or English or both
- creating a bilingual information pack in print and/or digital form about their school and local region for a sister school in the target language region

Identity

Consider and discuss their own and each other's experiences and ways of expressing identity, reflecting on how the target language links the local, regional and national identity of its speakers with the land

[Key concepts: identity, perspective, biography; Key processes: sharing, comparing, considering, reflecting, analysing]

(ACLFWC118)



Elaborations

- considering how their own biography, including elements such as family origins, traditions, beliefs, practices, interests and experiences, shapes their sense of identity and ways of communicating
- creating spoken, written or multimodal texts, such as identity maps, timelines, digital presentations or family trees with captions and commentary, to describe key milestones and significant life influences, for example, key people, events, educational experiences, community affiliations, traditions or travel experiences, and considering how these different experiences and influences help to shape identity
- comparing and reflecting on how identity is expressed across cultures and languages, for example by considering the idea of 'belonging' as expressed in different languages
- discussing the role that language and culture play in the identity and well-being of Aboriginal and Torres Strait Islander peoples
- considering their identity as a 'second language learner' and whether it involves changes in aspirations, career considerations or social-networking opportunities
- investigating how particular policies and practices affect the sense of identity of Aboriginal and Torres Strait Islander peoples, for example, through language loss, separation from Country/Place/family/community
- reflecting on how the language links the local, regional and national identity of its speakers with land, water, sea and sky

Reflecting

Elaborations

Participate in intercultural interactions and consider own reactions when engaging with target language speakers and resources, and how these may reflect own language(s) and culture(s)

[Key concepts: intercultural experience, perspective, insight, self-reflection, ways of knowing and being, reconciliation, discrimination; Key processes: comparing, analysing, explaining, reflecting, choosing]

(ACLFWC119)



- reflecting upon the experience of authentic or virtual interaction with the target language and culture, for example, through face-to-face or online interactions with other target language speakers, through visits to the target language community, or through interacting with visitors to their own school
- reflecting on how their own ways of behaving may be interpreted when interacting with target language speakers, noticing their own body language and modifying certain behaviours, such as avoiding eye contact
- reflecting and reporting on how learning the target language provides insights into language and culture in general, and how their own assumptions about target language speakers and ways of knowing and being are changing as a result of intercultural language learning
- reflecting on how learning the target language provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people, and issues of discrimination and reconciliation
- keeping a journal of humorous, satisfying or challenging experiences associated with learning and using the target language in various contexts, noting personal responses and reflections over time, and insights gained into their own language(s) and culture(s)
- identifying and comparing how emotions or attitudes such as respect, shyness, exuberance or embarrassment are shown/displayed/expressed across different languages and cultures
- sharing and comparing cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, additional insights and perspectives and opportunities for new experiences

Understanding

Systems of language

Elaborations

Produce sounds, stress, intonation patterns of the target language, using a developing phonemic awareness linked to the writing system

[Key concepts; metalanguage, patterns, phonetic articulation, syllable; Key processes: identifying, reading, investigating]

(ACLFWU120)



- reading aloud to show comprehension of sound–symbol correspondences and flow of ideas
 - developing metalanguage to describe and talk about elements of sounds and phonology, for example, place and manner of articulation
 - investigating patterns such as consonant and vowel sequences and word level patterns, for example, allowable word final sounds, allowable consonant clusters
 - understanding the major categories of place of articulation in Aboriginal and Torres Strait Islander languages, for example, peripheral, laminal, apical and their realisation across different languages and regions in Australia
 - exploring writing systems based on principles such as syllabic or ideographic
-

Expand vocabulary and understand and use a range of grammatical structures in the target language, including inflectional and derivational processes

[Key concepts: system, grammatical case, affixation, voice, transitivity, particles, Key processes: explaining, constructing, compounding]

(ACLFWU121)



- understanding case and case marking, for example, of nouns, pronouns and adjectives, noting the sharing of several case functions by single markers, the use of different markers for the same function
 - explaining how verbs can be derived from nouns and vice versa, and comparing with similar processes in English and other known languages
 - understanding how to construct concepts referring to people, places, things and events in building and varying the message, using:
 - suffixes, including 'having', 'for want of', 'similar to', 'like'
 - verbless sentences, for example, equative, descriptive, possessive
 - verb categories, including intransitive, transitive, causative, inchoative, reflexive–reciprocal
 - verb aspect, including continuous, transitory, perfective, imperfective
 - verb-stem morphology, including compound verbs, reduplicated verbs, habitual/characteristic, derivation (for example, nouns into verbs).
 - expressing time, manner, attitude and place, using:
 - elaborations of past tense
 - temporal expressions, for example, 'beforehand', 'afterwards', 'too late', 'originally'
 - expressions of frequency, immediacy and duration, for example, 'persistently', 'at once', 'a few times', 'for a while'
 - attitudinal words, particles and interjections, for example, 'ought to'; 'I wish'; terms expressing endearment, embarrassment, 'shame', pity, including 'Don't know!', 'Really!', 'That's all!'
 - locational cases as used in locative phrases, and extensions of these, for example, expressing origin, causation
 - structuring and linking clauses, focusing on issues of agreement with transitive and intransitive verbs and using verb-linking devices such as serialisation
 - discussing relationships between the target language and other languages of the region, for example, shared words and structures
-

Investigate spoken, written and visual modes of communication and analyse the form and structures of different types of texts, including their use, function and relationship to social processes

[Key concepts: text structure, relationship; Key processes: analysing, investigating, linking, sequencing]

(ACLFWU122)



- analysing a range of texts, identifying their function, use and relationship to different social processes, for example, declaring identity, acknowledging traditional belief systems and ancestors, passing on knowledge and information, mapping resources on Country and managing natural phenomena such as weather
- understanding that Country/Place can be interpreted as text by a community
- discussing ways in which songs function to stabilise language and meaning in ways similar to literature in other cultures
- investigating the use of sign language in the target language community and its relation to spoken language
- applying principles of text organisation when developing both oral and written texts and presenting ideas, noticing differences in form and function between the two modes of expression
- linking and sequencing ideas to form cohesive texts, using appropriate grammatical forms and elements, for example, serialisation, connectives, embedding, headings and paragraphs

Investigate how connections between Law, story, ceremony, people and Country/Place are demonstrated and evident in community behaviour

[Key concepts: interconnectedness, human relationships, ownership, rights, responsibilities; Key processes: describing, explaining, investigating, exploring]

(ACLFWU123)



- describing how ceremony, place and Law are connected through kinship, story and cosmology, and how these connections are demonstrated and reflected in community behaviour
- explaining how art forms such as body markings, designs, paintings, funeral poles, songs and dances serve to identify people and places
- investigating how social groups form patterns across and through generations and determine relationships, behaviours and marriage practices
- understanding and discussing kinship as a system, and explaining its importance in maintaining and regulating social relationships in Aboriginal and Torres Strait Islander communities
- exploring how patterns of ownership, management of land and associated stories determine rights and responsibilities with respect to that land
- understanding that different roles and responsibilities in ceremonies are determined by kinship and social groupings

Language variation and change

Elaborations

Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships
[Key concepts: respect, silence, kinship; Key processes: examining, explaining, analysing]

(ACLFWU124)



- examining how elements of communication such as gestures, facial expressions, choice of language and use of silence vary according to context, situation and kin relationships, for example, eye contact, pointing with lips
- recognising there are specific ways of communicating messages that are linked with particular relationships, for example, in situations of bereavement or childbirth
- distinguishing different registers of language, for example, mother-in-law language
- investigating constraints that guide forms of address and social interactions such as in certain kin relationships
- analysing intergenerational differences in language use, for example, young people's language when talking about popular culture, the strong 'right through' language of the older generation
- explaining variations in language use that reflect different levels of formality, authority and status, for example, speech styles used with respected kin, ways of asking questions of different people
- understanding connections between land, language and culture which are expressed by shifts between languages and varieties of language

Understand that languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies
[Key concepts: contact, change; Key processes: exploring, observing, reflecting]

(ACLFWU125)



- exploring forms, usage, history and impact of contact languages, including creoles, pidgins and Aboriginal Englishes
- observing changes to language that reflect changing lifestyles, cultural trends and emerging needs, for example, youth language, words and expressions associated with new technologies, the impact of music, popular culture and media
- reflecting on changes in their own use of their first language(s) over time, noticing how and when new ways are adopted or existing ways adapted

Language awareness

Elaborations

Investigate and compare the ecologies of Aboriginal and Torres Strait Islander languages with Indigenous languages in other countries, and consider issues such as languages policy, language rights, language loss, advocacy, reform and multilingualism

[Key concepts: environment, boundaries, policy, revival; Key processes: researching, investigating, exploring, considering]

(ACLFWU126)



- investigating the geographical location of the target language and the number of its historical and contemporary speakers
- considering the future prospects of the target language in the context of its current linguistic ecology
- exploring the use of the target language, English, Aboriginal English and creoles in the speech community, and understanding the nature of Indigenous multilingualism
- researching the impact on Aboriginal and Torres Strait Islander languages in general and on the target language in particular of historical events, government policies, legislation and judicial processes, such as stolen generations, mission schools and advocacy
- identifying social and government policies and practices that have impacted positively on processes of language acquisition, for example, the performing of Welcome to Country and the Acknowledgement of Country at events, on television, in films; efforts to raise the profile of Aboriginal and Torres Strait Islander languages in the wider Australian community and in particular geographical regions
- investigating the situation of indigenous languages in other countries, for example, New Zealand, Hawaii, North America, Japan, Latin America, considering issues such as language rights, language endangerment, revival and reclamation, drawing comparisons with the situation of Aboriginal languages and Torres Strait Islander languages in Australia
- understanding how the process of language-building expands existing linguistic and cultural resources in the Australian community

Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages

[Key concepts: ownership, ethical behaviour; Key processes: acknowledging, investigating, applying]

(ACLFWU127)



- using culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities
- acknowledging cultural and intellectual property rights and copyright over language work, in relation to song holders, story keepers, language informers, composers and choreographers
- understanding that permission and consent of the owners of languages must be sought when visiting Country/Place, investigating processes for seeking permission from cultural authorities to visit or to gain information about Country/Place/particular sites, stories and family histories
- accessing, eliciting, recording and storing information appropriately according to cultural norms/mores

Role of language and culture

Elaborations

Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge

[Key concepts: Indigenous knowledge, value transmission;
Key processes: reflecting, exploring, analysing, comparing]

(ACLFWU128)



- explaining the role of language in relation to culture and identity and in passing on knowledge, such as sustainable care of the environment, rules for living, ways of behaving, spiritual and cultural functions and History
- reflecting on ways the target language community divides the natural and cultural worlds and comparing this to other indigenous and western systems of classification
- analysing concepts related to cultural values in the language, including naming systems, such as kinship terms, nicknames, substitute words and pronoun systems, comparing to similar conceptual characteristics of their own language(s) and culture(s)
- exploring how aspects of traditional culture and society have been preserved through the target language, and discussing the importance of maintaining Australian Aboriginal and Torres Strait Islander languages, for their speakers and for all Australians
- identifying and discussing core cultural concepts reflected in Aboriginal languages and Torres Strait Islander languages, such as *respect, avoidance, reciprocity, obligation, responsibility*
- understanding that culturally significant attitudes and beliefs conveyed through the target language are related to the past, to land, plants, animals and celebrations
- identifying and comparing how attitudes or emotions or such as respect or embarrassment are shown/displayed/concealed across different languages and cultures
- comparing non-verbal elements of communication such as the use of silence or eye contact in different cultural contexts and exchanges
- considering how and why target language speakers use particular conversational strategies, such as indirect language to avoid conflict
- recognising that there are multiple views on and partial explanations for many events and issues
- reflecting on ways culture is interpreted by others, for example, by identifying how stereotypes influence perceptions among different groups and communities
- understanding that each Aboriginal or Torres Strait Islander person inherits language as part of their birthright, along with membership of a particular group and attachment to Country or Place, and that they become custodians and owners of land, water/ sea and language

Role of language building

Elaborations

Investigate programs, initiatives and techniques that keep Aboriginal and Torres Strait Islander languages strong
[Key concepts: language maintenance, development, building;
Key processes: discussing, exploring, investigating, evaluating, language building, language engineering]

(ACLFWU129)



- analysing domains of language use where language building has occurred, considering why this is the case and investigating some of the techniques used, for example, language engineering, adapting sounds, coining new words
- understanding the importance of intergenerational collaboration and transmission in keeping languages strong, and discussing associated challenges
- investigating programs and initiatives that maintain and strengthen language use, for example, school languages programs, bilingual education, research programs, recording and archiving of material, the creation/development of websites, databases and documentaries
- exploring the role of advocacy in supporting the maintenance and development of languages and associated cultures
- identifying keeping places for language texts and the contexts in which they exist, for example, in the community, national archives
- understanding the importance of strong and viable Aboriginal and Torres Strait Islander languages for both Indigenous and non-Indigenous Australians
- considering domains where the target language may grow in the future

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 7 to 10 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages Second Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L2 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.

By the end of Year 10, students use the target language to initiate, sustain and extend interactions and to express feelings and opinions. They share interests, experiences and aspirations and exchange information about teenage life. They use spontaneous language to participate in activities that involve taking action, collaborating, planning, organising and negotiating. They use culturally appropriate norms, skills and protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities. When interacting in the classroom, they make requests, make suggestions and seek clarification. They locate, analyse and summarise factual information from a range of sources on topics and issues related to the target language region. They demonstrate understanding of the target language region, community, culture, way of life and History by presenting information on social and environmental issues, past and present community initiatives, projects and lifestyles. Students listen to, view and share personal responses to a range of texts such as stories, songs, visual and creative arts, films and procedural texts. They demonstrate understanding by identifying and explaining main ideas, key themes, sequences of events, and by comparing the role and representation of animals, people and landscapes. They link and sequence ideas and use expressive language, gestures, artistic and iconographic elements and conventions to create spoken, written and multimodal texts that involve real or imagined contexts and characters. They apply culturally appropriate and ethical behaviour to translate and interpret a range of texts from the target language to English and vice versa, and explain culture-specific concepts, practices and expressions. They create bilingual texts to inform the wider community about aspects of the target language region and culture. Students share experiences and ways of expressing identity, and they reflect on how the target language links the local, regional and national identity of its speakers with the land. They describe how they feel and behave when interacting with target language speakers and resources, and they reflect on how their reactions may reflect their own languages, cultures and perspectives.

Students know the sounds, stress, intonation patterns, writing systems and grammatical elements of the target language and apply this knowledge to construct extended spoken, written and multimodal texts. They use metalanguage to explain sound, writing and grammatical systems, including inflectional and derivational processes. They analyse the form and structure of a range of spoken, written and visual texts and explain their function, form and relationship to social processes, such as declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information. Students demonstrate their understanding of kinship as a system by explaining its importance in maintaining and regulating social relationships in Aboriginal and Torres Strait Islander communities and links with Country/Place. They explain how and why language use is adjusted to suit different social and cultural contexts, purposes and relationships. They explain the dynamic nature of language and cultures, and identify factors that influence change, such as contact with other languages or response to new ideas and technologies. Students make comparisons between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy and rights, language loss, advocacy and reform, and language revival. They identify the role of language in passing on knowledge, and explain how communities' worldviews and ways of thinking and behaving shape how language is used. They identify factors that serve to maintain and strengthen language use, such as intergenerational collaboration and transmission, programs and initiatives, and explain challenges associated with such practices and initiatives.

The Australian Curriculum Languages - Framework for Classical Languages

Framework for Classical Languages

Overview

Nature and purpose of the Framework

Classical languages are distinct within the languages learning area of the Australian Curriculum. While they have ceased to be languages of everyday communication, Classical languages provide a key to the literature, history, thought and culture of the ancient worlds and societies that produced them. Each is removed from the others in time and place and boasts its own often large and rich body of ancient literature.

The **Framework for Classical Languages** (the Framework) is the first national curriculum document for Years 7–10 to guide the development of curricula and teaching and learning programs for a range of Classical languages in these years of schooling. By providing a national framework, it is intended that future educational development in Classical languages will result in curricula and school programs that are nationally consistent.

The purpose of the Framework is to guide the development of language-specific curricula or teaching and learning programs for Classical languages. The Framework was used to develop the curricula for Latin and Classical Greek. Taken together, the Framework and the language-specific curricula for Latin and Classical Greek may be used as the basis for state and territory education and school authorities to develop language-specific curricula, or for schools to develop teaching and learning programs for other Classical languages, including those that are offered in Australian schools (Classical Hebrew and Sanskrit) and others, such as Classical Chinese.

Rationale

The study of Classical languages allows students to enter and explore ancient worlds that have shaped contemporary life and societies. Authentic engagement with seminal works of great literature and antiquities gives direct access to ancient ways of living in and viewing the world, and an appreciation of the languages, cultures, literatures and traditions that are derived from those of ancient societies.

Studying Classical languages enables students to develop their understanding of how language works as a system, enhances their capability to communicate and extends their literacy repertoires. It acquaints students with basic philological principles, such as consistent sound changes between related languages and the ways in which vowels shift within a language. Students become familiar with many complex linguistic operations and with the metalanguage used to denote different usages and structures. Such principles can be applied to the study of other languages, ancient or modern, related or distant. Students are able to increase their understanding of the workings of languages they seek to learn, and those already in their background.

The study of Classical languages exercises students' intellectual curiosity; strengthens their cognitive, analytical and reflective capabilities; and enhances creative and critical thinking. Students develop skills in research, communication, self-management and collaboration – skills that are essential in preparing for life at school and beyond. Through their reading, analysis and translation of texts, students of Classical languages develop their thinking processes, such as close attention to detail, precision, accuracy, memory, persistence and logic. When translating, students make sense of ancient ideas, experiences, values and attitudes, giving prominence to shades of meaning, thus increasing their dexterity of thought. Through the focus on analysis and precise translation of texts, students develop their capacity to learn in a systematic and disciplined manner.

Studying Classical languages enhances students' enjoyment and understanding of their own and other cultures. Students examine the language used to denote values in different cultures, both ancient and modern, and understand the diversity that exists, and has always existed, in cultural values. They gain a deep understanding of literature dealing with enduring moral and social issues, such as the conflict between individual freedom and the common good of society; the role of the family; discrimination based on race, gender or religion; or the causes of revolution. Through critical reflection on and comparisons with the history, culture, values and practices of the ancient world, learning Classical languages contributes to students' development as responsible citizens, locally and globally.

Aims

The Australian Curriculum: **Framework for Classical Languages** aims to develop the knowledge, understanding and skills to ensure students:

- engage with the language, history and culture of the Classical world through interaction with texts
- understand language, culture and learning and their relationship, through the medium of ancient texts and artefacts, and thereby develop intercultural understanding
- understand how their own experiences of learning a Classical language extend their ways of viewing, engaging in and interpreting the contemporary world.

These three aims are interrelated and provide the basis for the two organising strands: Engaging with texts and Understanding.

Structure

Sequences of learning

To reflect current custom, practice and the needs of learners in Australian schools, the Framework has been developed for Years 7–10.

Strands, sub-strands and threads

The following interrelated strands are derived from the aims, and describe different facets of learning the language, and understanding and reflecting on these processes:

- Engaging with texts: engaging with the language, culture and history of the Classical world through the interpretation, analysis and translation of (language) texts
- Understanding: analysing Classical language and culture as resources for understanding meaning and interpreting the ancient and modern worlds.

A set of sub-strands has been identified within each strand; the sub-strands reflect dimensions of language learning, through which the content is organised. 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 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, firstly, a range and variety in the scope of learning and, secondly, a means of expressing progression of content across the learning sequence.

Table 1 identifies the strands, sub-strands and threads.

Table 1: **Framework for Classical Languages** strands, sub-strands and threads

Strand	Sub-strand	Description	Threads
Engaging with texts: <i>Engaging with the language, culture and history of the Classical world through the interpretation, analysis and translation of (language) texts</i>	1.1 Accessing the ancient world through (language) texts	Engaging with people and ideas in the ancient world through texts that reveal language use and social and cultural practices	Engaging with people and ideas in the ancient world, by reading, analysing and interpreting (language) texts
			Conveying information and ideas about ancient society and culture
	1.2 Responding to texts	Engaging with and responding to (language) texts as literature	Responding to (language) texts as literature
			Responding to (language) texts through reading aloud, reciting or performing
	1.3 Translating	Translating (language) texts into English, comparing different interpretations of the same text and explaining these to others	Translating and explaining (language) texts
			Comparing and evaluating translations
Understanding: <i>Analysing Classical language and culture as resources for understanding meaning and interpreting the ancient and modern worlds</i>	2.1 Systems of language	Understanding the language system, including sound, writing, grammar, vocabulary and text structure	Sound and writing systems
			Grammatical system
			Vocabulary acquisition and building
			Text structure and organisation
	2.2 The powerful influence of language and culture	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.	(Language) in the ancient world and its linguistic legacy
			Cultural legacy of the ancient world in the modern world
	2.3 The role of language and culture	Understanding the relationship between language and culture	Relationship between language and culture

Strand	Sub-strand	Description	Threads
	2.4 Reflecting	Questioning reactions and assumptions in response to engaging with the Classical world, and considering how this affects own identity and world view	Reactions to engaging with the ancient world
			Identity as language learner

Concepts, processes, texts and text types

Concepts

Concepts are the 'big ideas' that students work with in engaging with Classical languages. The choice of the word 'concept' rather than 'topic' is deliberate: it marks a shift from description to conceptualisation. The curriculum should invite students not only to describe facts or features of phenomena, situations and events, but also to consider how facts and features relate to concepts or principles. For example, a description of a house can lead to a consideration of the concept of 'home' or 'space'. This shift is necessary because it is concepts that lend themselves most fruitfully to intercultural comparison and engage learners in personal reflection and more substantive learning.

Key concepts for Classical languages include:

- language
- culture
- experience
- representation (words, icons, symbols)
- equivalence
- nation (origins, social order, politics, religion)
- citizenship
- relationship (family, community, government)
- history and historical appreciation
- attitude, value and belief
- power
- aesthetics
- time (the past in the present)
- modernity
- tradition
- linguistic evolution
- interconnection across concepts
- intercultural comparisons.

Further examples of concepts for languages can be found in the Australian Curriculum: Languages Foundation to Year 10 Curriculum Design.

Processes

Processes include skills (reading, listening, writing) as well as higher-order thinking processes, such as translating, interpreting, obtaining, presenting, informing, conceptualising, analysing, reasoning, connecting, explaining and comparing, evaluating, simplifying, rephrasing, intertextualising, decentring, empathising, mediating and reflecting.

Texts and text types

Texts are central to curriculum development, as all work in language learning can be seen as textual work. The selection of texts for Classical languages is important because they define and reflect the linguistic and cultural identity of the ancient world. Classical languages texts may be synthetic, modified or authentic; they may be in oral, written, digital or multimodal form. Text types for Classical languages include narratives, stories, texts in the public domain, speeches, rhetoric, poetry, plays/drama, written translation, oral interpretation, discussion and explanation.

Using the Framework to develop language-specific curricula or programs for Classical languages

It is intended that the Framework will be used by state and territory jurisdictions to develop language-specific curricula, or by schools and communities to develop teaching and learning programs for Classical languages other than Latin and Classical Greek. The Framework has been designed to be applicable to the range of Classical languages that are currently or could be offered in Australian schools.

Educational jurisdictions, schools and communities may use the Framework in differing ways. This is to be expected, and is consistent with the Framework as a document of guidance. The Framework allows the freedom to be creative and innovative in devising teaching and learning programs which will engage, excite and challenge students. The curricula and programs that are developed using the Framework should be stimulating, enjoyable and challenging, reflecting students' increasing maturity and offering them inspiration to engage closely with cultures and societies that are removed in time and place from their own, and are a bridge between the contemporary world and the civilisations of the ancient world.

The language-specific curricula for Latin and Classical Greek may also be used to support and guide the process of developing curricula or programs for other Classical languages.

In developing language-specific curricula or programs, the following aspects of the curriculum will need to be modified or developed.

- A context statement that describes:
 - the place of the language and the heritage of the ancient society
 - the place of the language in Australian education
 - the nature of learning the language
 - the learning pathway and curriculum design.
- Band descriptions for Years 7–8 and Years 9–10 that outline:
 - the nature of the learners
 - language learning and use
 - contexts of interaction
 - texts and resources
 - features of target language use
 - level of support
 - the role of English.

- Content descriptions for each thread that describe the knowledge, understanding, skills, key concepts and key processes that teachers are expected to teach and students are expected to develop at each band level.
- Content elaborations that elaborate on aspects of each content description: illustrations, descriptions or examples to indicate possibilities for teaching. These are intended as complementary support material. They are neither comprehensive nor exhaustive. Content elaborations may include:
 - contexts of language use
 - further detail on dimensions of the content description
 - aspects of relevant linguistic and cultural knowledge
 - key language
 - possible tasks and experiences
 - connections across concepts.
- Achievement standards for Year 8 and Year 10 that describe what students are typically able to understand and do having been taught the curriculum content for the respective band. Across Years 7–10, the set of achievement standards should describe a broad sequence of expected learning. The sequence of achievement standards should give teachers a framework of growth and development in the language area and help teachers plan and monitor learning and make judgements about student achievement.

Language-specific examples such as concepts, key words and phrases are included in the content elaborations and achievement standards. The use of language-specific examples gives teachers a point of reference when developing programs and provides indications of pitch and expected levels of performance in language use and understanding.

More information about these aspects of the curriculum can be found in the Australian Curriculum: Languages Foundation to Year 10 Curriculum Design.

PDF documents

Resources and support materials for the Australian Curriculum: Languages – Classical are available as PDF documents.

Framework of Classical Languages - Classical glossary

Context statement

The place of Classical Greek and the heritage of the ancient Greek world

The Classical Greek language belongs to the Indo-European linguistic family. It is thus related to most of the languages of Europe, to Old Persian and, through Sanskrit, to several major Indian languages.

Classical Greek is defined as the literary Attic–Ionic dialect used by prominent Greek writers in the 5th and 4th centuries BCE, such as the playwrights Sophocles, Euripides and Aristophanes, the historians Herodotus and Thucydides, the philosophers Plato and Aristotle and the orators Lysias and Demosthenes. Students of Classical Greek also develop the linguistic knowledge to access earlier works, such as the *Iliad* and *Odyssey* of Homer, and later works, such as Hellenistic literature and the New Testament.

From the 8th century BCE, Greeks established settlements across the Mediterranean area, in Spain, Sicily, Italy, North Africa, Asia Minor and the Black Sea coast. These communities identified as Greek in language and culture, and regularly took part in festivals for Greeks only, such as the Olympic Games. The conquests of Alexander the Great in the 4th century BCE extended the influence of Greek language and culture in western Asia and Egypt, and resulted in the upsurge in Greek literature and learning known to us as the Hellenistic Age. During this period, a common dialect of Greek known as koiné became the lingua franca of the eastern half of the Mediterranean basin, persisting under Roman administration and surviving the fall of the western Roman Empire in the 5th century CE. The eastern Roman Empire, based at Constantinople, continued as a Greek-speaking, Christian community until it was conquered by the Turks in 1453 CE. Christian missionaries from Constantinople spread Orthodox Christianity and the Greek alphabet to Russia, where the Cyrillic alphabet developed from the Greek.

After the conquest of Constantinople in 1453, many Greek scholars moved to western Europe, stimulating the revival of Classical Greek learning, art and culture during the Renaissance period.

The Greek language continued to evolve and to absorb influences from other languages until the present day. Modern Greek uses the same alphabet, and much of the written language bears strong resemblance to its Classical 'mother' language.

As Classical Greek is the oldest Indo-European language readily accessible to English speakers, it gives students the opportunity to engage with the evolution of language and the connections among related languages. In addition, the intellectual flowering of the Renaissance brought to English a literary and scientific vocabulary from Greek in order to discuss and describe the new ideas. It is no accident that many school subjects have names of Greek origin such as history, geography, mathematics, physics, economics, music, drama, biology and athletics. The vocabulary of academic discourse is heavily indebted to Greek, and students of Classical Greek acquire a deep understanding of specialised words and an enriched personal vocabulary to enable them to discuss academic concepts.

The enduring achievements and rich legacy of the ancient Greek world are still evident in today's world, in modern values, customs and beliefs, our laws and the form of our governments, our buildings and our art and literature.

The place of the Classical Greek language in Australian education

In Australia, the teaching of Classical Greek has evolved since the 19th century, when it was taught, in addition to Latin, only to boys aspiring to an upper-class education in accordance with European tradition. During the educational changes of the 20th century, Classical Greek was also offered to girls, as part of the move to widen the curriculum for girls to include subjects previously thought too difficult, such as physics, advanced mathematics and Classical Greek. Since that time, Classical Greek has continued to be taught in independent and selective state schools, maintaining its small numbers steadily. Since the 1980s, the establishment of Greek Orthodox independent day schools, serving the large Greek diaspora communities, mainly in Sydney and Melbourne, has offered a new context for learning Classical as well as Modern Greek.

Pedagogy in Classical Greek has also evolved since the 1980s, and continues to do so in the 21st century. Traditionally, the study of Classical Greek began later than Latin, using the grammar and structures of Latin as a model. When the pedagogy of Latin changed in the 1970s from grammar and translation to a contextual reading approach, the teaching of Classical Greek was similarly influenced. New courses were produced for Classical Greek that did not presuppose a knowledge of Latin. The traditional emphasis on composing Classical Greek was replaced by the reading method, in which students acquire the language by reading continuous, historically accurate texts in Classical Greek, carefully structured so as to introduce the language and its literary features progressively within an engaging historical and cultural context. The pedagogy was designed to offer an enriching experience to a wide range of learners; the study of Classical Greek offered them an ongoing opportunity for the development of deep knowledge and transferable skills, including literacy and critical thinking.

Students may be attracted to learn Classical Greek for a variety of reasons, such as fascination with mythology, love of Greek history and culture, or interest in comparative language study. A growing area of interest is the comparative study of ancient European and Asian cultures and languages; for example, Greek and Chinese historiography, medical writings, or poetry.

In some states, such as New South Wales and Victoria, students have access to Classical Greek enrichment activities provided by teachers' associations and universities, such as competitions in Classical Greek recitation, literary essays and art; symposia and study days; and classical drama productions. At post-secondary level, Classical Greek is available in all Australian states and in the Australian Capital Territory, and summer schools are held regularly in New South Wales and Victoria, offering courses at all levels, from beginner to advanced.

Classical Greek has a long tradition in Australian universities, and Australian graduates have distinguished themselves in classical scholarship in this country and overseas. Some Australians have become distinguished scholars in Classics, while other students of Classical Greek have used their learning to make successful careers in law, politics, literature, education and many other fields.

The nature of learning Classical Greek

Classical Greek is a highly inflected language, with three distinct genders and numbers, noun cases and verb conjugations, including tenses, moods and voices. The Classical Greek alphabet has 24 letters, ordered from alpha to omega, and is essentially the same as the Modern Greek alphabet.

Students learn Classical Greek systematically within an authentic historical, social and cultural context. They absorb the ambience, history, society and values of ancient Greece as they read, and are encouraged to relate their discoveries to life in the modern world.

As they learn Classical Greek, students make connections with English and other languages. They expand their English vocabulary by exploring words derived from Classical Greek, and examine the complex inflections of Classical Greek, making comparisons with how meaning is conveyed in English. Their growing awareness of grammar equips them to understand the workings of other languages they may already know or wish to learn.

From synthetic reading material, students may progress to authentic Classical Greek texts, encountering selections from famous works of poetry and prose which have influenced Western literature and thought for two millennia. Students are encouraged to discuss the ideas and values embedded in texts and to convey their meaning and tone in English. They analyse how language and style are used to convey the author's purpose. As Classical Greek literature was composed to be delivered orally, students learn to read aloud, using the restored Classical pronunciation, and are encouraged to listen to oral performances so as to appreciate the impact of these works on their intended audiences.

The learning pathway and curriculum design

In the Australian Curriculum: Languages – Classical Greek, the learning pathway for students is Years 7–10.

A key dimension of the curriculum involves understanding the cultural dimension that shapes and is shaped by the language. The curriculum is designed with an intercultural language learning orientation to enable students to enter and explore an ancient world; to engage with an ancient people's ways of living, and viewing the world; to consider how an ancient civilisation influences life and thought in the modern world; and to reflect on what is special and valuable about their own language and culture.

Context statement

The place of Latin and the heritage of the ancient Roman world

Latin developed from a local dialect of central Italy to become the official language of ancient Rome, transmitting Roman law, government, literature and social and cultural knowledge and values throughout much of Europe, North Africa and West Asia during the period 753 BCE – 476 CE. The period for study is 1st century BCE to 1st century CE, when some of the most influential Latin literature extant was written.

As the institutions of the Roman empire fell into disarray in the 5th century CE, churches and monasteries became centres of education and scholarship, preserving and recopying manuscripts of Latin literary works. Latin was the language of literate Europeans throughout the Middle Ages and the Renaissance, and continued to be used in academic contexts up to the 20th century. It was the vehicle for literary, liturgical, legal, political, philosophical and scientific texts, many of lasting historical and aesthetic value. Latin continued as the language of Western Christianity, and remains so today for the official business of the Roman Catholic Church and the Vatican City State.

The enduring achievements and rich legacy of the ancient Roman world are still evident in today's world, in modern values, customs and beliefs, our laws and the form of our governments, our buildings and our art and literature. Readers of Latin have firsthand access to the great Classical writers who have shaped later world literature, such as Catullus, Lucretius, Cicero, Virgil, Horace, Livy, Tacitus and Juvenal (1st century BCE to 1st century CE). Readers can also access early Christian writers such as Augustine and documents such as *Magna Carta* (1215), and the works of mediaeval philosophers such as Thomas Aquinas, Renaissance statesmen such as Thomas More (*Utopia* 1516) and scientific pioneers such as Isaac Newton (*Philosophiæ Naturalis Principia Mathematica* 1687). The work of the Swedish scientist Carolus Linnaeus (*Systema Naturae* 1735) ensured that Latin remains the language of the classification of species in botany and zoology.

Although English is a Germanic language and not a descendant of Latin, the influence of Latin on the vocabulary of English is enormous. The greatest influence has been the adoption of countless literary, legal, political and scientific words from Latin to enable scholarly discourse to take place in English. Students of Latin increase their knowledge of English vocabulary beyond basic usage to include abstract and sophisticated language, for example, *judicial*. In addition, many Latin terms remain unchanged in English, such as *de facto*, *bona fide*, *post-mortem*, *alter ego*, *veto*. Abbreviations of Latin expressions occur in common and specialised usage, such as *etc.*, *a.m.*, *i.e.*, *ad lib.*

From the 14th century on, the various dialects of popular or 'Vulgar' Latin became recognised as distinct languages with literatures of their own: Italian, French, Spanish, Portuguese and Romanian. All these living variants of Latin are spoken today, not only in their countries of origin, but as a result of European colonisation, in many parts of the world, as confirmed by the term 'Latin America'. A knowledge of Latin facilitates the learning of any of these languages.

Although social and educational changes caused a reduction in the numbers of students of Latin in the 20th century, Latin continues to flourish. In the 21st century there has been a steady worldwide resurgence, particularly in the United Kingdom, Europe, North America and Australia.

The place of the Latin language in Australian education

Latin has featured in Australian education since the early 1800s, and was a prerequisite for university entrance in Australia until the 1950s. Educational changes in Australia in the 1950s and 1960s, such as the introduction of comprehensive secondary curricula, contributed to the removal of languages, including Latin, from a central position in the school curriculum.

By the early 1970s, it seemed that Latin would disappear from Australian schools, and it largely did, remaining viable mainly in New South Wales and Victoria, with independent schools offering Latin in other states. That Latin survived, grew and flourished in New South Wales and Victoria, with increasing growth in Queensland, is due in part to significant new directions in pedagogy. The traditional emphasis on composing Latin was replaced by the reading method, in which students acquire the language by reading continuous, historically accurate texts in Latin, carefully structured so as to introduce the language and its literary features progressively within an engaging historical and cultural context. The pedagogy was designed to offer an enriching experience to a wide range of learners; the study of Latin offered them an ongoing opportunity for the development of deep knowledge and transferable skills, including literacy and critical thinking. This method proved popular and effective for modern learners.

In some states, such as New South Wales and Victoria, active teacher associations provide stimulating activities for students of Latin, such as competitions in Latin recitation and essay writing; artistic interpretations of the Classical period; Latin quiz nights; Classical drama productions; and Latin study seminars, summer schools and weekend camps.

Latin has a long tradition in Australian universities, and Australian graduates have distinguished themselves in Classical scholarship in this country and overseas. The allied disciplines of archaeology, ancient history and philosophy often require reading skills in Latin. Latin terminology is widely used in such disciplines as science, horticulture, law and medicine.

The nature of learning Latin

Latin is a highly inflected language, with three distinct genders, as well as noun cases and verb conjugations, tenses, moods and voices. The modern English alphabet is essentially the same as the Roman alphabet.

Students learn Latin systematically within an authentic historical, social and cultural context. They engage with the ambience, history, society and values of ancient Rome as they read, and are encouraged to relate their discoveries to life in the modern world.

As they learn Latin, students make connections with English and other languages. They expand their English vocabulary by exploring words derived from Latin, and examine the complex inflections of Latin, making comparisons with how meaning is conveyed in English. Students' growing awareness of grammar equips them to understand the workings of other languages they may already know or wish to learn.

From synthetic reading material, students may progress to authentic Latin texts, encountering selections from famous works of poetry and prose which have influenced Western literature and thought for two millennia. Students are encouraged to discuss the ideas and values embedded in texts and to convey their meaning and tone in English. They analyse how language and style are used to convey the author's purpose. As Latin literature was composed to be delivered orally, students learn to read aloud, using the restored Classical pronunciation, and are encouraged to listen to oral performances so as to appreciate the impact of these works on their intended audiences.

The learning pathway and curriculum design

In the Australian Curriculum: Languages – Latin, the learning pathway for students is Years 7–10.

A key dimension of the curriculum involves understanding the cultural dimension that shapes and is shaped by the language. The curriculum is designed with an intercultural language learning orientation to enable students to enter and explore an ancient world; to engage with an ancient people's ways of living and viewing the world; to consider how an ancient civilisation influences life and thought in the modern world; and to reflect on what is special and valuable about their own language and culture.

The Australian Curriculum Languages - Framework for Classical Languages Classical Greek - Years 7–10 (Year 7 Entry) Sequence

Framework for Classical Languages

Years 7 and 8

The nature of the learners

Students are beginning their study of Classical Greek and typically have little prior knowledge and understanding of the language and ancient Greek history and culture. Most will have learnt a different language in primary school, while some will have proficiency in different home/community languages and bring existing language learning experiences and intercultural awareness to the new experience of learning Classical Greek. Students' skills in interpreting texts and their development of literacy are supported by their study of Classical Greek. Through their reading, analysis and translation of texts, students of Classical Greek develop their thinking processes, such as close attention to detail, pattern recognition, precision, accuracy, memory and logic. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider how the experience of learning a Classical language impacts on their own ways of thinking and viewing the world.

Classical Greek language learning and use

Learners engage with people in the ancient Greek world, and gain direct access to their daily lives, through reading, comprehending and discussing Classical Greek texts that reveal their language use and social and cultural practices. They use vocabulary, grammar and textual cues to understand and interpret Classical Greek texts, and convey information and ideas about the daily life and attitudes of the ancient Greeks, in oral, written or digital forms, using Classical Greek as appropriate. They listen to and read Classical Greek texts, such as stories, myths and plays, and discuss characters, events, actions, settings and key emotions. They read aloud, recite or perform Classical Greek texts, such as stories, dialogues, poems or songs, to convey meaning and to entertain others. They translate Classical Greek texts into Standard English, applying their knowledge of vocabulary, accident and syntax, linguistic cues and culture. They compare the features and relative merits of different translations of Classical Greek texts to determine the features of a successful translation. Learners focus on the systems that structure the Classical Greek language (grammar, vocabulary, sounds, the written alphabet) and systematically build a vocabulary and grammatical base that allows them to access a variety of Classical Greek texts, such as narratives and short plays. They understand that Classical Greek spread with the expansion of the ancient Greek world, and explore the influence of Classical Greek on English and other languages. Learners explore the relationship between language and culture by examining particular language use that provides insights into the daily lives, ideas, feelings and attitudes of Greeks in the Classical period. They discuss the ancient origins of modern values, pursuits, citizenship, literature, the arts and architecture, reflecting on the enduring influence of the ancient Greek world on the modern world. They are encouraged to consider their own and others' reactions to and assumptions about the language and culture of ancient Greek society, and to reflect on their own approaches to learning and understanding of their own heritage, values and culture.

Contexts of interaction

Learners work both independently and collaboratively, exploring different modes and genres of communication. They pool linguistic knowledge and resources to plan and manage shared activities, problem-solve, and monitor and reflect on their work. Extra opportunities for interaction are provided through purposeful and integrated use of information and communication technologies (ICT); for example, shared research on aspects of culture and historical events, and collaborative translation of seen and unseen texts. Learners may extend their experiences relating to language and culture by participating in activities such as art competitions, drama productions and visits to museums and galleries.

Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They may also use materials designed for students of Classical Greek in different contexts, for example, comics, newsletters, online games, digital learning activities and apps. Texts from different sources give opportunities for discussion of the relationship between language and culture. Research tasks allow for exploration of themes, cultural references and historical events.

Features of Classical Greek language use

Learners become familiar with the sounds of Classical Greek, including the restored pronunciation. They use appropriate phrasing and voice inflection when reading aloud, reciting or performing Classical Greek texts, such as stories, dialogues, songs or plays, and develop their understanding of the Classical Greek alphabet. They apply their knowledge of Classical Greek grammar, including parts of speech, case, gender, number, person, for example, *οἱ τοῦ ναυκλήρου ἐρέται ἤρεσσον πρὸς τὴν θάλατταν*, verb conjugations, for example, *παύω, ἔπομαι*, agreement and tense, mood, voice, participles and infinitives, and conventions of sentence structure, for example, *μικρὸς γὰρ ἐστὶν ὁ οἶκος*, to the translation of Classical Greek texts. They use roots, derivatives and word lists to acquire and build Classical Greek vocabulary, and use dictionaries to select appropriate meanings of Classical Greek words. They explore influences of Classical Greek on English and other languages, focusing on derivatives and cognates such as *phobia*, *cryptic*, *paralysis*, and the contemporary use of Classical Greek words and expressions, for example, *kudos*, *Adonis*, *molon labe*. They make connections between texts and cultural contexts, exploring ways in which cultural values and perspectives are embedded in language and how language choices determine ways in which people and their ways of living are represented.

Level of support

A differentiated approach to teaching and task design caters for the diversity of learners. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, structured activities for practising new grammar, and access to print and electronic dictionaries. Students are supported to develop autonomy as language learners, and to self-monitor and refine strategies used in reading, listening, analysis and translation. Opportunities to review and consolidate are an important component of learning at this level.

The role of English

Classical Greek is the language of the texts studied. Classical Greek is also used for reading aloud, reciting or performing texts, and simple interactions in the classroom, such as greetings. English is used for translation, analysis, explanation, discussion, evaluation and reflection.

Years 7 and 8 Content Descriptions

Engaging with texts

Accessing the ancient Greek world through Classical Greek texts

Elaborations

Read, comprehend and discuss Classical Greek texts, using vocabulary, grammar and textual cues, to explore the ancient Greek world

[Key concepts: language, culture, meaning, experience; Key processes: reading, listening, interpreting, connecting]

(ACLCLE001)



- developing an initial sense of the structure and content of texts by inferring meaning from textual cues, for example, titles, headings, images or captions to images, maps
- listening to simple sentences in Classical Greek to infer meaning, using aural cues such as ἄρα ἤδη πονεῖτε ἐν τοῖς ἀγροῖς; ἐλθέ δεῦρο
- determining the general sense of texts through initial holistic reading, by identifying familiar people, vocabulary, places or topics, for example, ὁ Λεωνίδας μάχεται ἐν ταῖς Θερμοπύλαις, recognising modern editors' use of punctuation to guide readers
- analysing sentences, identifying and explaining the function of inflected forms, for example, ὁ δεσπότης καλεῖ τὸν δοῦλον (subject + verb + object)
- identifying and discussing linguistic features in narratives, such as word order, use of interrogative particles, striking word choice, for example, καὶ μὴν καταβαίνει ἐκ τοῦ ὄρους κένταυρος μέγιστος
- interpreting and commenting on language choices, such as patterns and length of simple and compound sentences, or use of direct speech, for example, ὁ δὲ Κύκλωψ τὸν τ' Ὀδυσσεά καὶ τοὺς ἐταίρους ὁρᾷ καί, «ὦ ξένοι» βοᾷ, «τίνες ἐστέ καὶ πόθεν πλεῖτε;»
- explaining cultural references embedded in texts, for example, μηδὲν ἄγαν
- discussing cultural information implicit in Classical Greek vocabulary, for example, ἀνὴρ, ἄριστος, σοφός, δεινός, ἥρως
- exploring cultural elements implicit in language use, for example, vocabulary and expressions particular to specific gods and festivals, such as ὦ Ζεῦ Σῶτερ/ Βρόντιε/Ξένιε, ὦ Βάκχε/Βρώμιε, ὦ Φοῖβε, ὦ Ἀθήνη Πρόμαχε
- discussing cultural representations such as symbols, for example, the owl (Athena), trident (Poseidon), olive wreath (Olympic victory), the letter lambda (Spartans)
- interpreting stated and implied meanings in texts and supporting an opinion with evidence from the Classical Greek, such as relationships between characters

Convey information and ideas about the daily life and attitudes of the ancient Greeks, in oral, written and digital forms, using Classical Greek as appropriate

[Key concepts: information, culture; Key processes: obtaining, presenting, informing]

(ACLCLE002)



- gathering, collating and presenting information about daily routine in the ancient Greek world, such as in posters or digital displays about family life, education, food, hygiene, exercise, with annotations in English or words and simple phrases in Classical Greek
- reading stories about the daily lives of ancient Greeks, and recreating their everyday experiences, for example, through role-play or an imaginative animated cartoon
- comparing details from different sources about where Greek people lived, such as in urban centres or rural settlements, for example, through dioramas or drawings with labels in English or Classical Greek, and discussing what they reveal about different lifestyles in the Classical period
- researching the purpose and function of spaces in an ancient Greek home, for example, the *ἀνδρῶν* and *γυναικῶν* rooms, for an oral or digital presentation, using labels in English and Classical Greek
- examining artefacts from the classical Greek period, such as those from ancient Athens, and discussing what they reveal about the everyday lives of ancient Greek people
- collating and sharing information online about ancient Greek inventions, engineering and infrastructure, for example, the Antikythera Mechanism, the Hippodamian urban grid plan, Archimedes' screw
- researching the attitudes of ancient Greeks revealed in their myths and legends, and acting out stories, such as the labours of Heracles, to convey these attitudes
- gathering and creating a class bank of information from texts about ancient Greek religious beliefs and practices, for example, Olympian deities, local festivals (Dionysia in Athens) and panhellenic festivals (Pythian Games at Delphi)
- reading accounts of historical events, such as Aeschylus' eyewitness account of the Battle of Salamis, and presenting information in new ways, for example, as a news report

Responding to texts

Elaborations

Listen to and read Classical Greek texts, such as stories, myths and plays; share reactions and make connections with characters, events, actions, settings and key emotions
[Key concepts: imagination, experience, character; Key processes: responding, connecting, describing]

(ACLCLE003)



- listening to and reading texts, such as stories about life in the city/country, legends or myths, for example, Theseus and the Minotaur, and responding to questions in English relating to content and context
- recognising recurring characters, settings and themes in texts, drawing on previous knowledge and experiences to make connections with the narrative
- discussing how scenes and characters are depicted in texts, such as through imagery or conversations, for example, in short plays, dialogues, retelling of well-known myths and legends
- discussing language features that encourage the audience to respond in particular ways, for example, the use of repetition
(πόλεμος αἴρεται, πόλεμος οὐ φατὸς πρὸς ἐμὲ καὶ θεοῦς), alliteration (τυφλὸς τὰ τ' ὤτα τὸν τε νοῦν τὰ τ' ὄμματ' εἶ), assonance (κατῆγεν ἦγεν ἐς μέλαν πέδον), onomatopoeia (αἰάζω, σίζω, δοῦπος, κλαγγή)
- recognising that writers use different text structures and formats for specific purposes and effects, for example, change of focus, a story within a story, plot tension
- identifying and discussing the techniques writers use to achieve specific effects, such as the use of antithesis to create humour or surprise, for example, ὁ μὲν διδάσκαλος πονεῖ, οἱ δὲ μαθηταὶ καθεύδουσιν

Read aloud, recite or perform Classical Greek texts, using phrasing and voice inflection to convey meaning and to entertain others

[Key concepts: performance, emotion; Key processes: reading, presenting]

(ACLCLE004)



- listening to and reproducing familiar and unfamiliar words, phrases and simple texts in Classical Greek to convey meaning, using restored pronunciation and appropriate phrasing and expression
- presenting orally short texts in Classical Greek, such as stories, dialogues, poems or speeches, to peers or the class, for example, a scene from Aristophanes or an epigram
- performing short extracts from comedy or passages of dialogue in collaboration with others, using strategies to convey the emotions of the characters
- reading aloud or reciting extracts from Classical Greek literature, such as the initial lines of the *Iliad* and the *Odyssey*

Translating

Elaborations

Translate Classical Greek texts into Standard English, by applying knowledge of vocabulary, accidence and syntax, and linguistic and cultural cues

[Key concepts: equivalence, representation; Key processes: interpreting, translating]

(ACLCLE005)



- reading texts to gain a sense of holistic meaning, and identifying cues, such as text type, familiar vocabulary, grammar, and cultural references
- considering multiple meanings of vocabulary, for example, by using dictionaries and electronic translation tools, and making appropriate selections according to context, for example, *ἄριστος*
- using known vocabulary, in Classical Greek or English, and context to deduce the meaning of unknown words
- identifying meanings of words by recognising change of form, such as irregular verb forms and third declension nouns, for example, *φέρω/οἶσω*, *παῖς/παιδός*
- identifying parts of speech and their function in context to determine meaning, for example, identifying the verb in a sentence
- identifying the specific function of inflected forms to determine meaning, for example, *ὁ ναύκληρος καλεῖ τὸν ναύτην* (subject + verb + direct object) or *ὁ ἀνὴρ ἐστι ποιητής* (subject + verb + complement)
- applying knowledge of grammar to recognise in context the specific function of words which may have multiple applications, such as subject or object, for example, *τὸ δένδρον θάλλει. ὁ γεωργὸς κόπτει τὸ δένδρον*
- exploring the effect of using the variety of English translations for verb tenses, for example, *ἰδὼν* ('having seen', 'after seeing', 'on seeing', 'seeing')
- selecting appropriate English meanings, identifying words and expressions that do not translate easily, for example, *ἀγαθός*, *ἄριστος*, *καλός*, *ξένος*, *δεινός*, *πρὸς τῶν θεῶν*
- determining appropriate word order in English to retain meaning and emphasis, for example, *κελεύει σε ὁ Ζεὺς*
- translating Classical Greek into idiomatic English, for example, by translating *ἐστι μοι δοῦλος*, as 'I have a slave'
- discussing how words that refer to aspects of ancient Greek culture should be translated, for example, *ὁ δῆμος* (deme, people, citizen body), *ὁ ἀνὴρ* (man, husband, hero), *ξένος* (stranger, guest, foreigner)
- developing problem-solving skills to resolve perceived issues and anomalies encountered in the translation process, for example, confusion of second declension masculine nominative and third declension feminine genitive
- discussing and correcting own translations to increase accuracy and better reflect register, tone and relationships between characters
- collaborating with peers to interpret meaning in texts and develop and edit joint translations, using a range of ICT
- translating, independently, unseen texts in Classical Greek into appropriate English

Compare different translations and interpretations of Classical Greek texts, and identify features of successful translations
[Key concepts: translation, analysis; Key processes: evaluating, explaining and comparing, intertextualising]

(ACLCLE006)



- identifying the characteristics of a successful translation, such as grammatical accuracy
- examining translations to determine how effectively Classical Greek is conveyed in English idiom, such as the use of participles
- comparing and discussing the merits of different translations of the same text, identifying differences and recognising that they may be equally valid
- giving and justifying opinions about the effectiveness of own and others' translations
- identifying and discussing effective strategies to create appropriate translations, such as skimming through the text and identifying familiar words and phrases, contextualising new vocabulary, and using these strategies to review and polish own translations

Understanding

Systems of language

Understand the phonological and orthographic systems of Classical Greek, including the restored pronunciation and the written alphabet

[Key concepts: sound system, writing system; Key processes: recognising, imitating, copying, writing]

(ACLCLU007)



Elaborations

- learning the Greek alphabet in lower and upper case, including final sigma, matching script to sound, for example, $\delta = d$, $\gamma = g$, $\theta = th$
- recognising the use of the upper case in Classical Greek to distinguish proper nouns
- mimicking or copying restored pronunciation of Classical Greek words, individually or with peers
- writing simple sentences in Classical Greek to consolidate knowledge of script
- recognising and representing diphthongs, double consonants and aspirated consonants, for example, $\alpha\iota$, $\gamma\gamma$, ψ , ξ , θ , χ , ϕ
- recognising and using diacritical marks to show aspiration and iota subscript, for example, $\eta\acute{\omicron}\delta\acute{\omicron}\varsigma$, $\tau\eta\grave{\iota}\acute{\omicron}\delta\acute{\omicron}\tilde{\omega}$
- learning the standard system of transliteration of Greek into English letters, for example, $\delta = d$, $\chi = ch$, $\alpha\iota = ae$
- recognising that punctuation in Classical Greek can be different from English, for example, the use of the semicolon as the question mark in Classical Greek

Understand concepts of accidence and syntax used in simple and compound sentences in Classical Greek, including parts of speech, case, gender, number, person, declension and conjugation, agreement and tense, mood, voice, participles and infinitives

[Key concepts: grammatical system, case, conjugation; Key processes: identifying, recognising]

(ACLCLU008)



- recognising that Greek verbs have variable endings that indicate person and number, for example, *φέρω*, *φέρουσιν*
- conjugating *-ω* verbs in the present, future, imperfect and aorist tenses, active and middle, for example, *λύω/λύομαι*
- conjugating contract verbs *-εω*, *-αω* in the present, future imperfect and aorist tenses, active and middle, for example, *φιλῶ/φιλοῦμαι*, *τιμῶ/τιμῶμαι*
- using the imperative in the present and aorist tenses, active and middle, for example, *σπεῦδε/σπεῦσον*
- using the infinitive and participles, active and middle, in the present, future and aorist tenses, for example, *παύειν/παύων*, *παύσειν/παύσων*, *παῦσαι/παύσας*
- using the irregular verb 'to be' in the present, future and imperfect tenses, for example, *εἰμί/ἔσομαι/ἦν*
- using the definite article to identify the number, gender and case of nouns, for example, *αἱ ὁδοί*, *τούς δικαστάς*
- recognising that the definite article, nouns, pronouns and adjectives inflect to show number and case, for example, *ὁ ἡμέτερος πατήρ*, *τὰ μικρά ἄροτρα*
- identifying the forms and functions of the nominative, vocative, accusative, genitive and dative cases of the definite article, nouns and pronouns, for example, *τῶν πολιτῶν πολλοί* (partitive genitive), *τῇ ὑστεραίᾳ* (dative of time when)
- identifying the three declensions of nouns and adjectives, including variants:
 - first declension: *ἡ κρήνη*, *ἡ οἰκία*, *ἡ θάλαττα*, *ὁ δεσπότης*, *ὁ νεανίας*
 - second declension: *ὁ ἀγρός*, *ἡ νῆσος*, *τὸ δένδρον*
 - third declension: *ὁ φύλαξ*, *τὸ ὄνομα*, *ὁ ἀνὴρ*, *ἡ τριήρης*, *ἡ πόλις*, *ὁ βασιλεύς*, *τὸ τεῖχος*
- identifying forms of common irregular nouns, for example, *ἡ ναῦς*, *ὁ βοῦς*
- identifying forms of common irregular adjectives, for example, *μέγας/μεγάλη/μέγα*, *πολύς/πολλή/πολύ*, *πᾶς/πᾶσα/πᾶν*
- recognising agreement between adjectives and nouns in number, gender and case, for example, *ἡ μακρὰ ὁδός*, *τοῦ ἀληθοῦς λόγου*
- recognising the comparative and superlative degrees of regular adjectives, for example, *ἀνδρεῖος*, *ἀνδρειότερος*, *ἀνδριότατος*
- identifying cardinal numbers *εἶς/μία/έν* to *χίλοι/αι/α* and *μύριοι/αι/α* and ordinal numbers *πρῶτος/η/ον* to *χιλιοστός*, *μυριοστός*
- identifying the forms and application of personal, interrogative, indefinite, demonstrative and relative pronouns, for example, *ἐγώ/σύ*, *ἡμεῖς/ὑμεῖς*, *τίς/τί*, *τις/τι*, *οὗτος/αὐτή/τοῦτο*, *ὅς/ἣ/ὅ*
- distinguishing between prepositional phrases using the accusative, genitive and dative cases, for example, *πρός τήν πόλιν*, *πρός τῶν θεῶν*, *πρός τῇ νηί*

- forming positive, comparative and superlative adverbs from adjectives, for example, ἀληθῶς/ἀληθέστερον/ἀληθέστατα
- analysing the functions of words in sentences from their inflected forms, such as subject + verb + complement, subject + verb + direct object, preposition + noun, for example, τὸ ἄνθος καλὸν ἐστίν. ὁ γεωργὸς τὸν κλῆρον σκάπτει. ὁ στρατὸς πορεύεται πρὸς τὰ τῆς πόλεως τείχη
- recognising how word order may be different in Classical Greek, such as the use of the attributive and predicative position of the adjective to vary meaning, for example, ἡ καλὴ κόρη and καλὴ ἡ κόρη
- recognising that adverbs, adverbial phrases and prepositional phrases can give important details about what is happening in a sentence, for example, νῦν, πρὸς τῇ θύρᾳ
- learning strategies for building on prior knowledge and learning new grammar, for example, mnemonic devices, paradigms, drill exercises, online learning tools

Acquire and build vocabulary by using roots, derivatives and word lists, and use dictionaries to select appropriate meanings of Classical Greek words

[Key concepts: vocabulary, meaning; Key processes: exploring, selecting]

(ACLCU009)



- developing own and class lists of vocabulary related to texts and topics, such as daily life in ancient Greece, for example, δοῦλος/δεσπότης, γυμνάσιον/παλαίστρα
- creating a class bank of words frequently found in Classical Greek, for example, μῦθος/ἥρως/θηρίον, ναῦς/ναύτης/ναύκληρος/ναυμαχίαν, πλοῦς/ἰστίον/ἐρέτης/λιμὴν, and common expressions used in everyday activities, for example, χαίρετε, τί πράττεις; ἐλθε δεῦρο, φεῦ, οἴμοι, εὗγε, εὖ ποιεῖς, σὺν ἀλλήλοις
- practising vocabulary knowledge, for example, by using electronic resources
- using print and electronic dictionaries to locate the appropriate meanings of words
- understanding that one Classical Greek word may correspond to several different English words, and selecting the most appropriate meaning of a word in its context
- developing strategies for vocabulary building by applying knowledge of roots and derivatives, for example, ἄγγελος (angel/archangel/evangelist), περὶ (periscope/perimeter/periphery), μόνος/ἡ/ον (monotony, monologue, monopoly)
- building vocabulary by recognising Classical Greek words commonly used in English, for example, idea, aroma, drama, synthesis, analysis, antithesis, hyperbole

Identify the structure and features of a range of texts in Classical Greek, such as narratives and short plays
[Key concepts: text structure, purpose; Key processes: identifying, explaining and comparing]

(ACLCLU010)



- identifying elements of different types of text, for example, stories, dialogues and speeches, and explaining the relationship between the language and structure used and the purpose of the text
- distinguishing and comparing features of a story and a play, such as narrative voice, characterisation, impact of direct speech
- making connections and comparisons between a new text and familiar texts of the same type
- using metalanguage to explain the effect of particular language features in texts on intended audiences, for example, the use of euphemisms in an attempt to substitute a mild expression for one considered improper, such as *ἀριστερός* (better) for 'left', *Εὐμενίδες* (the kindly ones) for the Furies, *Εὔξεινος Πόντος* (hospitable sea) for the Black Sea

The powerful influence of language and culture

Elaborations

Understand that Greek spread with the expansion of the ancient Greek world, and developed over time, influencing English and other languages

[Key concepts: linguistic evolution, time (the past in the present), interconnection across concepts, influence; Key processes: comparing, analysing, applying]

(ACLCLU011)



- recognising that Greek is a member of the Indo-European family of languages, related to other ancient languages, such as Latin, Sanskrit and Old Persian
- recognising that Greek has been spoken in various forms uninterruptedly from the 3rd millennium BCE to the present day and has been documented in writing since about 1450 BCE
- recognising that Classical Greek is a specific form of the language, evolved from earlier forms such as Mycenaean Greek and the Archaic Greek used in the epics of Homer
- identifying Classical Greek as the Attic/Ionic dialect of the language spoken in the 5th and 4th centuries BCE in Athens, many Aegean islands and the coast of Asia Minor
- recognising that Classical Greek was the form of the language used by significant ancient Greek authors, such as Thucydides, Sophocles, Plato, Lysias
- locating on a map the places where Greek was spoken in antiquity around the Mediterranean basin from Spain to the coast of Turkey and across the Black Sea
- investigating how the geography of mainland Greece influenced the development of independent city-states such as Athens, Sparta, Corinth and Thebes
- exploring the spread of Greek colonies across the Mediterranean and Black Sea coastlines, such as Syracuse (Sicily), Naples (Italy), Marseilles (France), Cyrene (Libya), Miletus (Turkey), Emporion (Spain)
- identifying and using Classical Greek derivatives to expand own English vocabulary, for example, *sceptic*, *cynic*, *antithesis*
- recognising connections between the spelling of Classical Greek and English words and applying understanding to improve own spelling in English, for example, *psychology*, *rhythm*, *seismology*
- identifying expressions in Classical Greek that are commonly used in English, for example, *hoi polloi*, *eureka*
- identifying words of Classical Greek origin that are used as school subjects, for example, mathematics, history, geography, music, drama, biology, chemistry, physics, philosophy, psychology, economics
- identifying and collecting word families in which the same Classical Greek root is used with different prefixes or suffixes, for example, *calligraphy*, *biography*, *biology*, *technology*, *paralysis*, *analysis*, *Palaeolithic*, *palaeontology*
- applying knowledge of Classical Greek to understand words and expressions in Modern Greek, such as signs in shops and public places, for example *ΚΙΝΔΥΝΟΣ*, *ΠΡΟΣΟΧΗ*, *ΙΧΘΥΟΠΩΛΕΙΟΝ*, *ΦΑΡΜΑΚΕΙΟΝ*, *ἐν τάξει*, *κλειστόν*
- identifying similarities between Classical Greek and other Indo-European languages by comparing cognate words, such as *ἕξ*: *sex* (Latin), *sechs* (German), *six*; *πατήρ*: *pater* (Latin), *Vater* (German), *father*

Examine the enduring influence of ancient Greek culture on the modern world, by discussing the ancient origins of modern values, pursuits, citizenship, literature, the arts and architecture

[Key concepts: aesthetics, time (the past in the present), modernity; Key processes: connecting, explaining and comparing]

(ACLCLU012)



- recognising the ancient origins of national values such as democracy, equity and justice, freedom of speech and independent thought
- comparing the concept of citizenship, rights and responsibilities in ancient Greece and the modern world
- identifying references to ancient Greek mythology and literature in visual and performing arts and literature from antiquity to the present
- exploring ancient connections with daily routines in modern society, such as sport, theatre and schooling
- identifying literary influences from the Classical Greek period on popular culture, such as brand names, cartoons, adventure films, for example, *Clash of the Titans*, *Troy*, *Hercules*
- exploring connections between ancient and modern music, for example, musical instruments such as the guitar, which is descended from the cithara or lyre
- recognising the use of Greek as the language of the New Testament and as the original language of well-known texts such as the Lord's Prayer
- researching elements of Greek engineering and architecture seen in public buildings in Australia and across the world, for example, the use of Doric, Ionic and Corinthian columns
- observing and discussing ancient Greek architectural structures and influences in Roman, Renaissance, Neoclassical and New Classical architecture

Role of language and culture

Elaborations

Recognise that the language of the ancient Greeks provides insights into their daily lives, ideas, feelings and attitudes
[Key concepts: language, culture, interdependence; Key processes: connecting, conceptualising, explaining]

(ACLCLU013)



- investigating connections between language and significant cultural attitudes, for example, discussing how the terms *ἐκκλησία*, *βουλή*, *πρυτάνεις*, *ψήφισμα* and the expressions *τις ἀγορεύειν βούλεται* and *ἔδοξε τῇ βουλῇ καὶ τῷ δήμῳ* relate to the concept of citizenship in ancient Athens
- understanding the factors, such as language, religion and culture, that unified the *Ἕλληνες* (Greeks) and set them apart from the *βάρβαροι* (non-Greeks)
- exploring and discussing language use that reflects the social structure of the *πόλις* of Athens, encompassing both city and countryside, for example, citizen classes, metics, slaves, women
- exploring and discussing references in texts to social structure in Sparta, including the Spartans, *perioikoi* and helots
- comparing and contrasting references in texts to family life, social practices and education in Athens and Sparta
- understanding the importance of religion in ancient Greek society, and its links to festivals and ceremonies, for example, by examining references in texts to worship of the Olympian gods and local heroes, the panhellenic festivals of the Olympic and Pythian Games, or the dramatic performances of the Dionysia in Athens
- comparing language that reflects the status of men, youths, women and girls in domestic affairs and public life in ancient Athens and Sparta, such as the significance of the terms *ἀνδρεία*, *κύριος*, *κηδεμών*, *παρθένος*
- exploring the colloquial language that ancient Greeks used for greetings, or answering questions about daily life, such as *χαῖρε/χαίρετε*, *πῶς ἔχεις/ἔχετε*; *τί ἔστιν*;

Reflecting

Reflect on own and others' reactions to and assumptions about the language and culture of ancient Greek society, considering similarities and differences to own language and culture
[Key concepts: identity, interconnection across concepts; Key processes: comparing, connecting, empathising, reflecting]

(ACLCLU014)



Elaborations

- considering own and others' cultural assumptions about home and leisure and how these may have been different in the ancient Greek context
- reviewing and responding to aspects of cultural practices in Classical Greek texts and ancient Greek artefacts, and discussing the reactions of peers to these
- developing an understanding of life in ancient Athens or Sparta, and reflecting on similarities and differences to own lifestyle in multicultural Australia
- describing own life at home and school and making comparisons with that of young people in ancient Greece
- discussing how young people in ancient Greece may have viewed the lives of young people in the modern world

Reflect on self as a language learner, considering how learning Classical Greek influences ways of learning and enhances understanding of own heritage, values and culture

[Key concepts: identity, interconnection across concepts, influence; Key processes: connecting, reflecting]

(ACLCLU015)



- exploring own sense of identity, considering own and others' assumptions about family, language(s) spoken, traditions, values and attitudes
- considering how learning about the ancient world offers different ways of interpreting the modern world and representing experience
- keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Classical Greek, noting personal reactions and reflections over time
- considering how learning Classical Greek has impacted on own approaches to learning across subjects, such as setting realistic timeframes, computational thinking
- reflecting on the experience of learning Classical Greek, considering how it might add a further dimension to own sense of identity
- reflecting and reporting on how learning Classical Greek gives insights into the relationship between language and culture in general, and how own way of thinking about language, culture and identity may change through the experience

Framework for Classical Languages

Years 7 and 8 Achievement Standard

By the end of Year 8, students use their knowledge of vocabulary, grammar and textual cues to identify and interpret information in Classical Greek texts, such as narratives, about the daily life and attitudes of the ancient Greeks. They interpret grammatical structures such as inflected forms; identify linguistic features such as striking word choice, for example, *θηρίον δεινόν*, *Ἀθήνη γλαυκῶπις*; infer meaning from textual cues such as headings, images or captions; and describe social and cultural practices embedded in Classical Greek words, such as *γυμνάσιον*, *πανήγυρις*, *σπονδή*, *πομπή*. They convey information and ideas about ancient Greek society and culture, in oral, written or digital forms, using Classical Greek as appropriate, for example, a news report in English about a historical event such as the Battle of Marathon, or a digital poster about family life in ancient Greece with annotations in Classical Greek, such as *πατήρ*, *μήτηρ*, *υἴος*, *θυγάτηρ*. They share their responses to Classical Greek texts, such as stories, myths and plays, by expressing their feelings and ideas about characters, events, actions, settings and themes. They read aloud or recite Classical Greek texts, such as stories, dialogues, poems or speeches, or perform texts in Classical Greek, such as short plays, to entertain an audience, conveying meaning effectively by using appropriate phrasing and voice inflection. Students translate Classical Greek texts accurately into Standard English, applying their knowledge of vocabulary, including roots and derivatives, linguistic cues, culture, and accent and syntax, including number, gender and case of nouns, pronouns and adjectives, for example, *οὐδὲν κακὸν ἀμιγὲς καλοῦ*, conjugation and tense, such as present and future tenses of verbs, for example, *γράφω/γράφω, βάλλω/βαλῶ, δέχομαι/δέξομαι*, and conventions of sentence structure. They explain the relative effectiveness of different translations of the same text, and identify the features of a successful translation.

Students identify Classical Greek sound–script relationships and use restored pronunciation when reading aloud, such as for diphthongs, double consonants and aspirated consonants, for example, *εἴσοδος*, *ξένος*, *χάρις*. They identify the structure and features of different texts in Classical Greek, such as narratives or short plays, and explain how these elements contribute to an audience's response to the text. They describe how the Greek language spread with the expansion of the ancient Greek world, and influenced other languages during the Classical period. They explain how Classical Greek has influenced and continues to influence English vocabulary, by identifying derivatives, for example, *theory*, *dilemma*, *category*, *paragraph*, and words that are used in modern English, for example, *nemesis*, *catharsis*, *criterion*, *anathema*. Students give examples of how particular language use reflects the lifestyles, ideas, feelings and attitudes of Greeks in the Classical period, and identify connections between ancient and modern values, pursuits, citizenship, literature, the arts and architecture. They share their reactions to and assumptions about the language and culture of ancient Greek society, identifying similarities or differences to their own language and culture. They describe how learning Classical Greek impacts on their own approaches to learning and on their understanding of their own heritage, values and culture.

Framework for Classical Languages

Years 9 and 10

The nature of the learners

Students have prior experience of learning Classical Greek 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; from synthetic reading material, they may progress to some authentic Classical Greek texts, encountering selections from famous works of poetry and prose. Through their reading, analysis and translation of texts, students of Classical Greek further develop their literacy in English, through close attention to detail, precision, accuracy, memory, logic and critical reasoning. They have a growing awareness of the wider world, including the diversity of languages and cultures that have continued to be an integral feature of society since ancient times. They are considering future pathways and prospects, including how further study of Classical Greek may feature in these.

Classical Greek language learning and use

Learners gain direct access to life in the ancient Greek world through reading, analysing and interpreting Classical Greek texts that reveal the language use and social and cultural practices of the ancient Greeks. They use vocabulary, grammar and textual cues to analyse and interpret language use and cultural references in Classical Greek texts, such as historiography, drama or philosophy, and convey their interpretations of information and ideas about ancient Greek society and culture, in oral, written or digital forms, using Classical Greek as appropriate. They respond to Classical Greek texts by analysing themes, values and literary features, such as plot development and characterisation, and sharing and justifying opinions. They read aloud, recite or perform Classical Greek texts, such as oratory, history, drama or poetry, to entertain an audience, using phrasing and voice inflection to convey meaning and emotion. They translate a range of texts that incorporate complex sentence structures and extensive vocabulary into Standard English, reproducing the style and purpose of the texts. They evaluate the effectiveness of different English translations and interpretations of a text, and develop strategies for successful translations. Learners apply the principles of pronunciation for the reading of Classical Greek texts, and apply an extended knowledge of vocabulary, accidence and syntax to analysing how Classical Greek is used in complex sentences. They analyse the structure and organisation of different text types in Classical Greek, exploring how they relate to context, purpose and audience. Learners identify ancient Greek values, attitudes and beliefs implicit in Classical Greek texts, reflecting respectfully on the interdependence of language and culture. They investigate the enduring linguistic and cultural legacy of the ancient Greek world in the modern world. They question and explain their own and others' reactions to and assumptions about the language, culture and values of ancient Greek society, discussing how these relate to their own. They reflect on the power of language, and the impact of learning Classical Greek on their own style of communicating, and ways of thinking and viewing the world.

Contexts of interaction

Task characteristics and literary styles at this level are complex and challenging, providing opportunities for independent as well as collaborative language interpretation and performance, and development and strategic use of language and cultural resources. The language class remains the principal context for learning Classical Greek. Learners may participate in wider experiences relating to language and culture, such as competitions in recitation, art and essay writing; weekend camps; quiz nights; study seminars; summer schools; drama productions; and visits to museums and galleries. These experiences give learners a sense of connectedness and purpose, and allow them to make use of and extend their understanding of the ancient Greek world and their language capability beyond the school context.

Texts and resources

Learners engage with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. A variety of texts gives opportunities for discussion and analysis of the relationship between language and culture. Research tasks allow for exploration of themes, cultural references and historical events.

Features of Classical Greek language use

Learners apply the principles of pronunciation for the reading of Classical Greek texts, for example, using accentuation, crasis and elision to maintain speech flow. They apply an extended knowledge of accidence and syntax, including parts of speech, case, gender, number, person, declension, for example, *τῆς γυναικὸς ὀργιζομένης ὁ ἀνὴρ ἀπέδραμε*, and conjugation, for example, contract verbs in *-οω* and *-μι*, agreement, tense, mood, voice, participles and infinitives, to the analysis and translation of texts that incorporate complex sentence structures. They analyse texts more critically, identifying the structure and features of different text types, and explaining their relationship with context, purpose and audience. They recognise the ongoing influence of Classical Greek on English, through the transfer of specialist vocabulary and abstract concepts, for example, *sympathy*, *theorem*, *chaos*, and the coining of vocabulary for new technology and new discoveries, such as in science and medicine, for example, *phenotype*, *glycolysis* and *neurosis*. They analyse implicit values, concepts and assumptions embedded in texts, explaining the interrelationship between language and culture.

Level of support

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. A range of resources is provided and processes are modelled for the development of more autonomous self-monitoring and reflecting strategies, such as online collaborating for translation, video documenting and discussion forums. Continued focused attention on grammatical and literary features supports learners in the reading, analysis and translation of texts.

The role of English

Classical Greek is the language of texts studied, such as narratives, drama, poetry, history or oratory. Classical Greek is also used for reading aloud, reciting or performing texts. English is used for translation, analysis, explanation, discussion, evaluation and reflection.

Years 9 and 10 Content Descriptions

Engaging with texts

Accessing the ancient Greek world through Classical Greek texts	Elaborations
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Read, analyse and interpret Classical Greek texts, using vocabulary, grammar and textual cues, to engage with the ancient Greek world

[Key concepts: language, culture, meaning, experience; Key processes: reading, analysing, connecting]

(ACLCLE016)



- predicting the context and content of Classical Greek texts through initial holistic reading, by identifying key words and phrases, for example, *οἱ βάρβαροι μάλα φοβούμενοι*
- inferring meaning using knowledge of the text type and the author's purpose and technique, for example, *νῦν οὖν ἀτεχνῶς ἤκω παρασκευασμένος/βοᾶν, ὑποκροῦειν, λοιδορεῖν τοὺς ῥήτορας/ἐάν τις ἄλλο πλὴν περὶ εἰρήνης λέγῃ.* (Aristophanes' *Acharnians*)
- investigating and explaining the effect of word order in Classical Greek in producing emphasis and tone, for example, indignation, anger, suspense
- examining and interpreting complex sentence structures, such as the use of the optative mood in indirect statements, for example, *ὁ στρατηγὸς εἶπεν ὅτι οἱ σύμμαχοι δ' ὀλίγου νικήσοιεν*
- reflecting on the particular use of tenses in Classical Greek and making comparisons with English, such as use of aspect, vivid use of the present in indirect speech, or use of the aorist in gnomic statements, for example, *παθὼν δέ τε νήπιος ἔγνω*
- explaining how the coherence of complex texts relies on devices that signal text structure and guide readers, for example, *οὖν, γάρ, μέντοι, δήπου*
- discussing conventions of Classical Greek texts, such as the inclusion of speeches in historiography
- investigating how different conjunctions are used in complex sentences to extend, elaborate and explain ideas, for example, *εἶχομεν ἡμεῖς Πύδναν καὶ Μεθώνην καὶ πάντα τὸν τόπον τοῦτον*
- explaining allusions to historical or mythological characters who exemplify Greek virtues, such as Achilles, Hector, Theseus, Solon, Socrates
- recognising positive and negative connotations implicit in Classical Greek words, for example, *τύραννος, δαίμων*
- examining cultural assumptions that influence ways in which meanings are expressed or interpreted, for example, the use of pompous or tragic language for comic effect in Aristophanes' plays
- discussing the function and power of cultural representations such as symbols, for example, *the gorgon/aegis, the omphalos, Asclepius' wand, the owl*
- justifying interpretations of texts, using examples or quotations from or references to the text, such as line numbers or a paraphrase of a longer section of text
- constructing, editing and presenting interpretations of and responses to literary Classical Greek, using ICT collaboratively

Convey interpretations of information and ideas about ancient Greek society and culture, in oral, written and digital forms, using Classical Greek as appropriate

[Key concepts: information, culture; Key processes: interpreting, explaining, presenting]

(ACLCLE017)



- discussing how cultural attitudes are conveyed in Classical Greek texts, such as attitudes to slaves or women, cleanliness, food, for example, conducting a role-play, forum on salient issues, 'Q & A' session
- investigating legal rights and obligations of citizens, social classes or property rights, for example, building a digital representation of social strata
- researching ancient Greek urban planning and architecture through the study of an archaeological site, and presenting findings, for example, by creating a virtual tour of the Agora or the Acropolis of Athens, with written or oral text in English or simple sentences in Classical Greek
- examining architectural remains of ancient Greece, such as places of entertainment and worship, and discussing what they reveal about the values and attitudes of ancient Greeks
- gathering and collating information about ancient Greek art, including sculpture, jewellery and painting, for example, producing and presenting an online exhibition catalogue
- researching references in Classical Greek texts to historical or mythological characters, such as Themistocles or Achilles
- exploring Classical Greek inscriptions to elicit and present information about ancient Greek society, for example, vases, funerary stelae, ostraka, and creating own examples in English or Classical Greek

Responding to texts

Elaborations

Respond to Classical Greek texts by analysing themes, values and literary features, such as plot development and characterisation, and sharing and justifying opinions
[Key concepts: morality, characterisation, theme; Key processes: responding, analysing, discussing, explaining]

(ACLCLE018)



- reading texts in Classical Greek and responding to questions in English to demonstrate understanding of content, context, purpose and technique
- discussing how language is used to reveal character, values and key messages in texts such as narratives, dialogues, plays, poems, letters or speeches, for example, Pericles' funeral oration
- discussing epic plots and characters, such as the depiction of Croesus in Herodotus' *Histories*, Dicaeopolis in Aristophanes' *Acharnians*, for example, debating significant events and the author's purpose
- analysing plot development in texts such as plays and stories, discussing features, for example, use of comic episode, plot twist, climax, resolution
- interpreting how particular stylistic effects are created, such as emphasis, doubt, irony or supposition, for example, through the use of particles *πῶς γὰρ οὐ; καὶ γάρ, ἄρα οὐ/ἄρα μή*
- analysing how writers use language features to achieve particular aesthetic, humorous or persuasive purposes and effects, such as hyperbole, for example, *μύριοι*, or irony, for example, Socratic dialogue or dramatic irony
- evaluating the effectiveness of texts, by considering the use of techniques, for example, simile, metaphor, personification or pathos, for particular purposes, such as to entertain or persuade

Read aloud, recite or perform Classical Greek texts to entertain others, using strategies such as phrasing and voice inflection to convey meaning and emotion
[Key concepts: performance, expression, emotion; Key processes: reading, presenting]

(ACLCLE019)



- reading aloud passages or extracts from different genres of Classical Greek literature, such as Socratic dialogue, oratory, historiography, drama or poetry, with appropriate expression, phrasing, stress and tone to convey meaning
- reciting or presenting extracts from Classical Greek texts to the class or school community, using expression and movement to illustrate meaning and to entertain, for example, excerpts from Homer's *Iliad*, Pindar's victory odes
- performing extracts from Classical Greek plays for the appreciation of an audience, for example, from Sophocles' *Antigone* or Euripides' *Medea*

Translating

Elaborations

Translate a range of texts that incorporate complex sentence structures and extensive vocabulary from Classical Greek into Standard English, representing the style and purpose of the texts

[Key concepts: equivalence, meaning; Key processes: analysing, translating]

(ACLCLE020)



- reading holistically to deduce the context and content of Classical Greek texts, by identifying key words and phrases
- applying expanded knowledge of vocabulary, grammar and problem-solving skills to translate compound sentences and complex sentences with nested clauses
- conveying shades of meaning of a range of subtle vocabulary, for example, inferring the different connotations of a word in a particular context, such as *δίκη*
- inferring the meaning of new words and expressions, using knowledge of the text type and the author's purpose and technique, for example, *ὁ λόγος* (word, speech, argument, reasoning, story, computation)
- expanding the variety of English translations for verb tenses or moods, for example, to express aspect in a command, *παύου* (general/ongoing) compared to *παῦσαι* (once)
- deducing the meaning of new words, by drawing on prior knowledge, derivatives and connections with familiar words, for example, *σαρκοφάγος*, *κακοδαίμων*
- recreating mood, tone and dramatic impact in English translations by selecting appropriate vocabulary, comparing and contrasting potential choices, for example, *τύχη* (chance, luck, fortune), *συμφορά* (event, circumstance, mishap, misfortune)
- refining translations by exploring print and online Classical Greek and English dictionaries and thesauruses to consider a variety of meanings and synonyms
- conveying emphasis and tone, such as indignation, anger or suspense, embedded in Classical Greek word order, for example, *χρυσόν τε καὶ ἄργυρον φέρει ὁ Ὀδυσσεύς ἐν τῷ ἄσκει*
- translating complex sentence structures, such as subordinate clauses and indirect speech, for example, causal, purpose, result, indirect questions, commands, conditionals
- rendering the precise meaning of tenses in Classical Greek into idiomatic English, for example, *ἐλάβανον/ἐλαβον*
- conveying the meaning of idiomatic expressions and culturally specific terms, for example, *ἀρετή*, *δαίμων/δαιμόνιον/εὐδαιμονία*, *τα πρόβατα θόρυβον ποιεῖ*, *γλαύκ' Ἀθήναζε/γλαύκας εἰς Ἀθήνας*, by choosing appropriate English terms and expressions
- constructing and editing translations collaboratively with peers, using a range of ICT
- correcting own translations to increase accuracy and better reflect register, tone and relationships
- translating, independently or in collaboration with peers, unseen texts with compound or complex sentences, drawing on familiarity with the style and language of texts already studied

Evaluate different translations and interpretations of Classical Greek texts, using metalanguage to discuss their effectiveness, and develop strategies for successful translations

[Key concepts: translation; Key processes: evaluating, explaining and comparing, intertextualising]

(ACLCLE021)



- evaluating the effectiveness of translations, using criteria such as selection of appropriate vocabulary, grammatical accuracy, fluency, conciseness, clarity, idiomatic expression
- discussing how closely and effectively translations convey the author's meaning and intent
- critically analysing the merits of different translations of the same text, presenting and justifying opinions, and recognising skills of others
- discussing strategies used to convey complex ideas and structures, such as subordinate clauses, rendering of mood and the use of correlatives, for example, *τόσος/ ὅσος, τοῖος/οἷος*
- evaluating strategies used to create fluent, accurate and idiomatic translations
- applying identified strategies to the translation of seen and unseen texts

Understanding

Systems of language

Understand and apply the principles of pronunciation for the reading of Classical Greek texts

[Key concepts: sound system, fluency; Key processes: reading, applying]

(ACLCLU022)



Elaborations

- developing fluency in recognising sound and spelling changes, for example, those that occur when stops (*β/π/ φ, τ/δ/θ/ζ, κ/γ/χ*) are followed by sigma, as in *σπεύδω/ ἔσπευσα, πέμπω/ἔπεμψα, διώκω/ἐδίωξα*
- using diacritical marks for accentuation, to distinguish between words with the same spelling, for example, interrogative and indefinite adverbs and pronouns, such as *τις* and *τίς*, or verbs, such as *πονεῖ* and *πόνει*
- recognising the component parts of compound words involving transfer of aspirates, for example, *κατά + ἵστημι = καθίστημι*
- recognising non-Attic versions of common words, for example, *θάλασσα (θάλαττα), πονέω (πονῶ), ἐς (εἰς), μήτηρ (μήτηρ)*
- understanding the function of crasis and elision when reading aloud, for example, *κάγαθοί = καὶ ἀγαθοί, τᾶλλα = τὰ ἅλλα*
- noting that iota subscript is given in the upper case when reading Classical Greek inscriptions

Understand concepts of accidence and syntax used in complex sentences in Classical Greek, including subordinate clauses, pronoun forms, mood, voice, and conventions of complex sentence structure

[Key concepts: grammatical system, case, conjugation, mood, voice; Key processes: identifying, explaining]

(ACLCLU023)



- using the indefinite adjective *τις* with nouns to supply the meaning of the indefinite article in English, for example, *κακόν τι πάσχει, νήσόν τινα*
- conjugating *-ω* verbs in perfect and pluperfect tenses, active and middle, indicative, imperative and infinitive forms, for example, *εἶρηκα/εἴρημαι, ἑώρακα/εὔραμαι*
- conjugating *-ω* verbs in the passive voice in all applicable tenses including first and second aorist and future, for example, *ἐλύθην/λυθήσομαι, ἐφάνην/φανήσομαι*
- conjugating contract verbs in all tenses and voices, including verbs in *-οω*, for example, *δηλῶ, ἐλευθερῶ*
- conjugating *-μι* verbs, including *δίδωμι, τίθημι, ἵστημι, ἴημι, δείκνυμι, φημί*
- conjugating common irregular verbs, for example, *οἶδα, εἰκοι*
- forming the comparative and superlative degrees of common irregular adjectives, for example:
 - *ἀγαθός/ἀμείνων/ἄριστος, ἀγαθός/βελτίων/βέλτιστος, ἀγαθός/κρείττων/κράτιστος*
 - *κακός/κακίων/κάκιστος, κακός/χείρων/χείριστος*
 - *καλός/καλλίων/κάλλιστος*
 - *μέγας/μείζων/μέγιστος*
 - *πολύς/πλείων/πλεῖστος*
- identifying the use of participles with the genitive absolute and the accusative absolute, for example, *ἡμέρας γενομένης, ἔδοξεν ταῖς κόραις πρὸς τὸν κρήνην βαίνειν* and *δέον τὴν πόλιν ἀμύνεσθαι, οἱ ἄνδρες τὰ ὄπλα ἔφερον*
- recognising the forms and uses of the subjunctive mood, for example, *ταχέως ἴωμεν* (exhortation), *τί ποιῶμεν;* (deliberation), *μὴ δέξησθε τὰ δῶρα* (prohibition), *οἱ στρατιῶται φεύγουσιν ἵνα μὴ ὑπὸ τῶν πολεμίων ληφθῶσιν* (purpose clause), *φοβοῦμαι μὴ ὁ δεσπότης οὐκ ἐθέλῃ παῦσαι τὸν πόνον* (clause of fearing)
- recognising the forms and uses of the optative mood, for example, *εἴθε τὴν πατρίδα σώζοιμεν* (wish), *βουλοίμεθα ἂν τοῦ ἀοιδοῦ ἀκούειν* (potential optative)
- understanding the structure and use of indirect statements with *ὅτι*, the infinitive or the participle, for example, *ὁ ἄγγελος εἶπεν ὅτι οἱ πολέμοιοι ἤδη προσχωροῦσιν/ὁ πάτηρ ἔφη ἀνάγκην εἶναι οἴκαδε ἐπανιέναι/οἱ παῖδες εἶδον λύκον μέγαν πρὸς τὴν οἰκίαν προσιόντα*
- understanding the structure and use of conditional clauses, for example, *ἐὰν τῷ δημαγωγῷ πιστεῦγῃ, μῶρος εἴ/ἐὰν τὸν δοῦλον καλέσῃς, βραδέως ἀφίξεται/εἰ ὁ παῖς τοῦτο ἐποίησεν, ἐδέξατο ἂν τὸν ἔπαινον*
- understanding the structure and use of indefinite clauses, for example, *ὅστις ἂν ἔξω τῶν τῆς πόλεως ὁρῶν εὐρεθῇ, ἐν κινδύνῳ μεγάλῳ ἔσται/ἐπειδὴν γένηται ἡ πανήγυρις, πάντες οἱ Ἀθηναῖοι εἰς τὴν ἀγορὰν σπεύδουσιν*
- identifying the articular infinitive, for example, *ἀγαθὸς εἰς τὸ λέγειν τε καὶ πράττειν*
- identifying the verbal adjective in *-τέος*, for example, *οὐ*

Λεκτέοι εἰσὶν οἱ λόγοι

- identifying verbs that take supplementary participles, for example, *ἔτυχον παροῦσαι αἱ γυναῖκες/οἱ Ἀθηναῖοι ἐφαίνοντο οὐ βουλόμενοι ἀγορεύειν*
- understanding the sequence of tenses and moods in complex sentences (primary and secondary sequences), for example, *λέγει ὅτι εἰ ὁ ἀνὴρ τοῦτο εἶπεν, ἐψεύδετο/εἶπεν ὅτι εἰ ὁ ἀνὴρ τοῦτο εἶποι, ψεύδοιτο ἂν*
- recognising creative variations in Classical Greek word order to focus on action, or to create suspense by delaying a key word, phrase or clause
- elaborating strategies for building on prior knowledge and learning new grammar, for example, mnemonic devices, paradigms, drill exercises, online learning tools

Expand vocabulary by using a range of strategies, including knowledge of roots, cognates and derivatives, and use dictionaries to determine the meaning of unfamiliar vocabulary in specific contexts

[Key concepts: vocabulary, connections; Key processes: analysing, interpreting, applying]

(ACLCLU024)



- developing vocabulary lists pertinent to particular reading, for example, philosophical words, poetic words and military words, such as *στρατός, στρατηγός, στρατιώτης, στρατόπεδον*
- using a dictionary to investigate how vocabulary choices in Classical Greek and English can express shades of meaning, *ὑπεροράω* ('look down on', 'overlook', 'despise')
- extrapolating knowledge of word origins, roots and cognates to interpret unfamiliar vocabulary, for example, *δίκη/δίκαιος, λάμπω/λαμπρός, φοβοῦμαι/φοβερός*
- extending vocabulary through word-building from Classical Greek roots, for example, *τιμῶ/τιμή, ἔργον/ἐργάζομαι, πόλις/πολίτης/πολιτικός/πολιτεία*
- identifying and interpreting compound words, for example, *προσβάλλω/καταβάλλω/ἐκβάλλω*
- recognising common patterns of vowel change to identify words from the same root, for example, *γίγνομαι/γένεσις, λέγω/λόγος*
- expanding vocabulary by using connections between conceptually related words, for example, chronology, chronic, anachronism

Analyse the structure and features of different text types in Classical Greek, exploring how they relate to context, purpose and audience

[Key concepts: text organisation, genre; Key processes: analysing, explaining and comparing, intertextualising]

(ACLCLU025)



- identifying the purpose and specific features of prose and verse texts, such as in the structure of Classical Greek plays, for example, *πρόλογος, πάροδος, ἐπεισόδια, στάσιμα, ἐξοδος*
- making connections and comparisons between a new text and familiar texts of the same type
- analysing texts to understand how different points of view are expressed, for example, the response of several characters to a dramatic decision, such as the recall of military generals to Athens to stand trial after the Athenian victory at Arginusae in 406 BCE
- recognising different ways of presenting the same story, for example, from the viewpoint of different characters or in the form of a flashback
- analysing language features used to influence the intended audience, such as imagery, rhetorical devices

The powerful influence of language and culture

Elaborations

Understand that Greek became the dominant language of the ancient Mediterranean world and facilitated the spread of Greek civilisation and culture, and that Classical Greek continues to enrich English through specialist vocabulary and abstract concepts embodied in the language

[Key concepts: linguistic evolution, power, ancient/modern, influence; Key processes: analysing, conceptualising, explaining and comparing]

(ACLCLU026)



- recognising that, from the Hellenistic period onwards, Koine Greek developed from Classical Greek to become the lingua franca of Eastern Mediterranean lands and the language of the New Testament
- discussing the spread of Greek influence across the Mediterranean and Black Sea, including the use of Greek as the common language for government, trade, commerce, education and law
- investigating how the Greek language allowed the spread of innovative Greek ideas in the areas of science, medicine, mathematics, historiography, geography and philosophy, for example, *μαθηματικά, γεωγραφία, ιστορία, φιλοσοφία*
- recognising that there were many dialects of Greek spoken in antiquity, such as Doric, Aeolic, Arcado-Cypriot
- exploring famous centres of Greek learning and culture such as Alexandria, Antioch and Ephesus
- recognising the spread of Greek ideas in the Roman world, shown by the use of borrowed Greek vocabulary in Latin to denote such concepts as *stadium, palaestra, rhetor theatrum, comedia, stoica, philosophia*
- exploring abstract concepts derived from Classical Greek, such as philanthropy, idol, autonomy, paradox, aesthetics, nostalgia, agony
- exploring and discussing the meaning of Classical Greek sayings used in literature, such as *μηδὲν ἄγαν, γνῶθι σαυτόν, μολὼν λαβέ*
- recognising words in English that are a hybrid of Classical Greek and Latin, for example, metalanguage, quantum physics, teleconference, television, automobile
- discussing Classical Greek derivatives that are used in fields such as business and education, for example, macroeconomics, monopoly, pedagogy, syllabus
- examining the Classical Greek roots of English words in subjects across the school curriculum, such as theorem, metaphor, photosynthesis, chlorine, atom, planet, geophysical, ecosystem, orchestra, music, scene, dialogue, chorus, athletics
- identifying Classical Greek roots in English scientific, technical and medical terminology, for example, catalyst, aerodynamic, pathogen, bacteria, atherosclerosis, acne, asthma, chromatography, symmetry, thermometer, seismic
- exploring how Classical Greek is used to coin terms for new technology and new discoveries in science and medicine in the modern world, such as gigabyte, nanotechnology, antioxidant, polymer, genotype, triglyceride
- applying knowledge of Classical Greek to form plurals of borrowed English words, for example, criterion/criteria, phenomenon/phenomena, crisis/crises, thesis/theses, stigma/stigmata
- discussing the enduring use of Classical Greek in religious contexts, for example, *κύριε ἐλέησον, Χριστός,*

ἐκκλησία, βάπτισμα, συναγωγή, κλήρος, ἄγγελος,
πρεσβύτερος, ὕμνος, βίβλος, εὐαγγέλιον

Discuss how the ancient Greek world has influenced the modern world, in its social, political and legal structures; philosophy; literature; arts; and medical and scientific practices

[Key concepts: ancient/modern, aesthetics, time (the past in the present); Key processes: analysing, connecting, conceptualising]

(ACLCLU027)



- discussing the ancient origins of modern political and legal structures and concepts, such as jury service, elections, trials
- exploring modern social issues, such as class, the role of women and civil rights, and making comparisons with the Classical Greek period
- researching the influence of leading Greek intellectuals, such as Socrates, Plato, Aristotle, on modern Western philosophy
- discussing influences of Classical Greek literature on modern novels, poetry, drama and film, such as World War I poetry, David Malouf's *Ransom*, Anouilh's *Antigone*, *A Dream of Passion* (Medea)
- recognising the importance of literary genres such as epic, tragedy, comedy, epigram, ode, history, myth
- viewing artworks to investigate the incorporation of classical techniques and themes by later artists, for example, Botticelli, Michelangelo, Bernini
- investigating ancient practices in medicine and science still relevant in the modern world, such as the theories of Hippocrates, Democritus, Pythagoras, Archimedes, Eratosthenes, Aristarchus

Role of language and culture

Identify how cultural values, attitudes and beliefs of the ancient Greeks are embedded in their language

[Key concepts: language, culture, interdependence, values; Key processes: analysing, explaining and comparing, conceptualising]

(ACLCLU028)



Elaborations

- discussing ancient Greek values that are embedded in terms such as *σοφία* and *ξενία* and considering their significance in the modern world
- understanding how language and cultural practices are interconnected, for example, by explaining religious origins or connotations associated with words and expressions such as *ἱερόν/τέμενος/ἥρωον/ἄβατον/μυστήρια/εὐσέβεια*
- investigating the use of dialects to denote differences in ethnicity and social status in ancient Greece, for example, Aristophanes' use of Doric to ridicule a Spartan character
- exploring the formal language that ancient Greeks used for greetings, or responding to the challenges of public life, such as *ἔρρωσθε καὶ ἐδαιμονεῖτε, ἀσπάζομαι, ὦ ἄνδρες Ἀθηναῖοι, ὦ δικασταί*, and making comparisons with own language use in formal contexts
- reflecting on how language, texts and artefacts provide a means of understanding the social and cultural practices of ancient Greeks and how they conceptualised their world

Reflecting

Elaborations

Question and explain own and others' reactions to and assumptions about the language, culture and values of ancient Greek society, discussing how these relate to own language and culture

[Key concepts: attitude, value and belief; identity; Key processes: reflecting, decentring, empathising, mediating, explaining]

(ACLCLU029)



- discussing how values, attitudes and practices of people living in ancient Athens or Sparta are similar to or different from their own
- exploring how cultural identity was manifested in the ancient world, and making comparisons with own cultural identity in modern Australia
- exploring the identity and loyalty of the ancient Greeks as members of separate city-states and members of a broader Greek world and relating this to their own identity as a member of a local community, a state/territory/nation and as a global citizen
- describing and comparing own public and private lives with those of people in ancient Greece
- considering how cultural diversity has continued to be an integral feature of society since ancient times
- exploring the process of decentring from own linguistic and cultural standpoint and considering how own ways of behaving and communicating may have been perceived by people of the past

Reflect on self as a language learner, explaining how the study of Classical Greek influences own communicative behaviours, ways of thinking and viewing the world

[Key concepts: identity, interconnection across concepts, influence; Key processes: connecting, reflecting, explaining]

(ACLCLU030)



- exploring own sense of identity, challenging own and others' assumptions about family and civic responsibilities, traditions, values and attitudes
- drawing on knowledge of ancient society to examine and interpret own world, including aspects such as ancestry, values, traditions, social status, family and national pride
- reflecting, such as in discussions, blogs and journals, on experiences in the course of learning Classical Greek and their impact on perceptions of own cultural experience and ways of communicating
- identifying challenges and achievements associated with learning Classical Greek, for example, learning to 'read between the lines' to identify thought implicit in the use of language
- reinterpreting own experience of learning Classical Greek, listening to others' perspectives and comparing these with own experience
- discussing how learning Classical Greek impacts on own ways of thinking and viewing the world

Framework for Classical Languages

Years 9 and 10 Achievement Standard

By the end of Year 10, students analyse a range of Classical Greek texts to obtain information and ideas about ancient Greek society and culture. They use vocabulary, grammar and textual cues to analyse and interpret language use and cultural references in Classical Greek texts, such as poetry, plays or narratives, for example, by deducing the meaning of complex sentence structures, such as those with subordinate clauses or indirect speech, for example, *ὁ ἄγγελος λέγει ὅτι οἱ πολέμοι προσέρχονται*, and explaining the impact of word order on emphasis and tone, for example, *ὁ δὲ ἀνεξέταστος βίος οὐ βιωτὸς ἀνθρώπῳ, ἐν οἷδ' ὅτι οὐδὲν οἷδ' αἶν' ἔστιν, πρῶτον μὲν γάρ*, and implicit values, concepts and assumptions embedded in language use, for example, *ἀριστεία, μίσσος*. They convey their interpretations of information and ideas about ancient Greek society and culture, in oral, written or digital forms, such as role-plays or debates in English about how cultural attitudes are conveyed in Classical Greek texts, or a digital presentation of an archaeological site, using simple sentences in Classical Greek, for example, *τὸ μαντεῖον τῶν Δελφῶν*. They share their responses to Classical Greek texts, such as narratives, dialogues, plays, poems or letters, by describing themes, values and literary features, such as plot development and characterisation, and expressing and justifying their opinions with support from the text. They read aloud, recite or perform Classical Greek texts, such as oratory, history, drama or poetry, to entertain different audiences, conveying meaning and emotion effectively by using appropriate phrasing and voice inflection. Students translate a range of texts that incorporate complex sentence structures and extensive vocabulary, from Classical Greek into Standard English that represents the style and purpose of the texts, applying their knowledge of roots, cognates and derivatives to infer the meaning of unfamiliar vocabulary, and using dictionaries to select the appropriate meaning of words. They analyse how the language is used in grammatically complex sentences, including subordinate clauses, non-finite verb forms, pronoun forms, mood and voice, such as case usage of nouns, pronouns and adjectives, for example, *τούτων τῶν ἀνθρώπων, τὰ μείζονα κακά*, perfect and pluperfect conjugations, for example, *λέλοιπα/έλελοίπη*, subjunctive and optative moods, for example, *μὴ κρύψῃς τὴν μάστιγα ᾧ δοῦλε, ὁ δεσπότης ἠρώτησε τις λύσειε τοὺς βοῦς*, and passive voice, for example, *ὁ ἵππος ἐλύθη, τῷ οἰστῷ βληθείς*. They evaluate the effectiveness of different translations of the same Classical Greek text, and identify strategies for successful translations.

Students apply the principles of pronunciation for the reading of Classical Greek texts. They identify the structure and organisation of different text types in Classical Greek, such as prose and verse, and explain how they relate to context, purpose and audience. They explain the role of Classical Greek in facilitating the spread of Greek civilisation and culture across the Mediterranean world, and the contribution of Classical Greek to the enrichment of English through the transfer of specialist vocabulary, for example, *antithesis, ellipsis, euphemism, hyperbole*, abstract concepts, for example, *enthusiasm, patriotism, democracy, idiosyncrasy*, and the coining of vocabulary for new technology and new discoveries, for example, *thermodynamics, epigenomics*. Students describe ancient Greek values, attitudes and beliefs that are embedded in particular language use, such as *μέτρον* and *κλέος*. They explain how the ancient Greek world has influenced social, political and legal structures, philosophy, literature, the arts, and medical and scientific practices in the modern world. They share reactions to and assumptions about the language, culture and values of ancient Greek society, explaining how these relate to their own language and culture. They compare ways of communicating and living in the ancient world with those of the modern world, and explain how learning Classical Greek influences their own ways of thinking and viewing the world.

The Australian Curriculum Languages - Framework for Classical Languages Latin - Years 7–10 (Year 7 Entry) Sequence

Framework for Classical Languages

Years 7 and 8

The nature of the learners

Students are beginning their study of Latin and typically have little prior knowledge and understanding of the language and Roman history and culture. Most will have learnt a different language in primary school, while some will have proficiency in different home/community languages and bring existing language learning experiences and intercultural awareness to the new experience of learning Latin. Students' skills in interpreting texts and their development of literacy are supported by their study of Latin. Through their reading, analysis and translation of texts, students of Latin develop their thinking processes, such as close attention to detail, pattern recognition, accuracy, memory and logic. Students may need to be encouraged to take risks in learning a new language at this stage of social development and to consider how the experience of learning a Classical language impacts on their own ways of thinking and viewing the world.

Latin language learning and use

Learners engage with people in the Roman world, and gain direct access to their daily lives, through reading, comprehending and discussing Latin texts that reveal their language use and social and cultural practices. They use vocabulary, grammar and textual cues to understand and interpret Latin texts, and convey information and ideas about the daily life and attitudes of the Romans, in oral, written or digital forms, using Latin as appropriate. They listen to and read Latin texts, such as stories, myths and plays, and discuss characters, events, actions, settings and emotions. They read aloud, recite or perform Latin texts, such as stories, dialogues or songs, to convey meaning and to entertain others. They translate Latin texts into Standard English, applying their knowledge of vocabulary, accident and syntax, linguistic cues and culture. They compare the features and relative merits of different translations of Latin texts to determine the features of a successful translation. Learners focus on the systems that structure the Latin language (grammar, vocabulary, sounds, the written alphabet) and systematically build a vocabulary and grammatical base that allows them to access a variety of Latin texts, such as narratives and short plays. They understand that Latin spread during the expansion of the Roman empire and developed over time into the Romance languages, and they explore the influence of Latin on English vocabulary. Learners explore the relationship between language and culture, by examining particular language use that provides insights into the daily lives, ideas, feelings and attitudes of Romans in the Classical period. They discuss the ancient origins of modern customs, religion, literature and architecture, reflecting on the enduring influence of the Roman world on the modern world. They are encouraged to consider their own and others' reactions to and assumptions about the language and culture of Roman society, and to reflect on their own approaches to learning and understanding of their own heritage, values and culture.

Contexts of interaction

Learners work both independently and collaboratively, exploring different modes and genres of communication. They pool linguistic knowledge and resources to plan and manage shared activities, problem-solve, and monitor and reflect on their work. Extra opportunities for interaction are provided through purposeful and integrated use of information and communication technologies (ICT), for example, shared research on aspects of culture and historical events, and collaborative translation of seen and unseen texts. Learners may extend their experiences relating to language and culture by participating in activities such as art competitions, weekend camps, quiz nights, drama productions and visits to museums and galleries.

Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They may also use materials designed for students of Latin in different contexts, for example, comics, newsletters, online games, digital learning activities and apps. Texts from different sources give opportunities for discussion of the relationship between language and culture. Research tasks allow for exploration of themes, cultural references and historical events.

Features of Latin language use

Learners become familiar with the restored pronunciation of Latin. They use appropriate phrasing and voice inflection when reading aloud, reciting or performing Latin texts such as stories, dialogues, songs or plays, and develop their understanding of the sounds of the Latin alphabet. When translating Latin texts, students apply their knowledge of Latin grammar, including parts of speech, case, gender, number, person, verb conjugations, noun declensions and conventions of sentence structure. They use roots, derivatives and word lists to acquire and build Latin vocabulary, and use dictionaries to select appropriate meanings of Latin words. They explore influences of Latin on English vocabulary, focusing on derivatives, such as 'circumnavigate' from *circum* + *navigare*, and the contemporary use of Latin words and expressions, for example, *vice versa* or *modus operandi*. They make connections between texts and cultural contexts, exploring ways in which cultural values and perspectives are embedded in language and how language choices determine ways in which people and their ways of living are represented.

Level of support

A differentiated approach to teaching and task design caters for the diversity of learners. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, structured activities for practising new grammar, and access to print and electronic dictionaries. Students are supported to develop autonomy as language learners, and to self-monitor and refine strategies used in reading, listening, analysis and translation. Opportunities to review and consolidate are an important component of learning at this level.

The role of English

Latin is the language of the texts studied. Latin is also used for reading aloud, reciting or performing texts, and for simple interactions in the classroom, such as greetings. English is used for translation, analysis, explanation, discussion, evaluation and reflection.

Years 7 and 8 Content Descriptions

Engaging with texts

Accessing the Roman world through Latin texts	Elaborations
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Read, comprehend and discuss Latin texts, using vocabulary, grammar and textual cues, to explore the Roman world
[Key concepts: language, culture, meaning, experience; Key processes: reading, listening, interpreting, connecting]

(ACLCLE031)



- developing an initial sense of the structure and content of texts by inferring meaning from textual cues, for example, titles, headings, images or captions to images, maps
 - listening to simple sentences in Latin to infer meaning, using aural cues such as *ecce*; *olim*; *cur*; *ubi*; *euge*; *eheu*
 - determining the general sense of texts through initial holistic reading, by identifying familiar people, vocabulary, places or topics, and recognising modern editors' use of punctuation to guide readers
 - analysing sentences, identifying and explaining the function of inflected forms, for example, *puella canem vocat* (subject + object + verb) or *Aemilia est soror mea* (subject + verb + complement)
 - identifying and discussing linguistic features in narratives, such as word order, use of the interrogative particle, striking word choice, for example, *media in via*; *venitne*; *ululavit*; *iratissimus*
 - interpreting and commenting on language choices, such as patterns and length of simple and compound sentences, use of direct speech or imagery, for example, the writer's choice of a dramatic verb to make an action more vivid, as in *in atrium volat* rather than *in atrium intrat*
 - exploring social, contextual and cultural references embedded in texts, for example, *patronus*, *cliens*; *civis*; *patria potestas*; *bullae*; *toga praetexta*; *mehercle*!
 - interpreting stated and implied meanings in texts and supporting an opinion with evidence from the Latin, such as relationships between characters, for example, *servi dominum timent*; *ancilla servum delectat*
-

Convey information and ideas about the daily life and attitudes of the Romans, in oral, written and digital forms, using Latin as appropriate

[Key concepts: information, culture, imagination; Key processes: obtaining, presenting, informing]

(ACLCLE032)



- gathering, collating and presenting information about daily routine in the Roman world, such as posters or digital displays about family life, education, food, hygiene, exercise, with annotations in English or words and simple phrases in Latin
- reading stories about the daily lives of ancient Romans, and recreating their everyday experiences, for example, through role play or an imaginative animated cartoon
- comparing details from different sources about where Roman people lived, such as in tenements or houses, or on country estates, for example, through dioramas or drawings, with labels in English or Latin, and discussing what they reveal about different lifestyles in the Classical period
- researching the purpose and function of spaces in a Roman home, such as in a *domus* or a *villa*, for an oral or digital presentation, using labels in English and Latin, for example, *vestibulum*, *atrium*, *triclinium*, *cubicula*, *peristylum*
- examining artefacts from the Roman period, such as those from Pompeii, and discussing what they reveal about the everyday lives of Romans
- collating and sharing information online about Roman engineering and infrastructure, such as roads, aqueducts, *cloaca maxima*
- researching the attitudes of Romans revealed in Graeco-Roman myths and legends and acting out stories, such as Romulus and Remus, or Hercules' labours, to convey these attitudes
- gathering and creating a class bank of information from texts about Roman religious beliefs and practices, for example, Olympian deities, *Lares et Penates*, special festivals such as the *Liberalia* and the *Vestalia*
- reading accounts of historical events, such as Pliny's eyewitness account of the eruption of Vesuvius, and presenting information in new ways, for example, creating and recording own news report or documentary, making comparisons between Pliny's account and an online reconstruction of the eruption

Responding to texts

Elaborations

Listen to and read Latin texts, such as stories, myths and plays; share reactions and make connections with characters, events, actions, settings and key emotions

[Key concepts: imagination, experience, character; Key processes: responding, connecting, describing]

(ACLCLE033)



- listening to and reading texts, such as stories about daily life in the city/country or public entertainment, and responding to questions in English relating to content and context
- recognising recurring characters, settings and themes in texts, drawing on previous knowledge and experiences to make connections with the narrative, for example, the domineering master or the insolent slave; Pompeii; Vesuvius
- discussing how scenes and characters are depicted in texts, for example, in short plays, dialogues, retelling of well-known myths and legends, through devices such as imagery or conversations
- discussing language features that encourage the audience to respond in particular ways, for example, the use of repetition, alliteration, assonance, onomatopoeia
- recognising that writers use different text structures and formats for specific purposes and effects, for example, change of focus, a story within a story, plot tension
- identifying and discussing the techniques writers use to achieve specific effects, such as the use of antithesis to create humour or surprise, for example, *omnes pueri rident sed Publius non ridet*.

Read aloud, recite or perform Latin texts, using phrasing and voice inflection to convey meaning and to entertain others

[Key concepts: performance, emotion; Key processes: reading, presenting]

(ACLCLE034)



- listening to and reproducing familiar and unfamiliar words, phrases and simple texts in Latin to convey meaning, using appropriate phrasing and expression, and the restored pronunciation, for example, *cachinnare; clamare; vituperare; furcifer; monstrum horribile*
- presenting short texts orally in Latin, such as stories, dialogues or songs, to peers or the class, for example, singing songs such as *gaudeamus igitur; duc, duc navem duc*
- performing short Latin plays or dialogues in collaboration with others, using strategies to convey the emotions of the characters
- reading aloud or reciting, individually or in a class group, extracts from Latin literature, such as the initial lines of Virgil's *Aeneid* or an epigram

Translating

Elaborations

Translate Latin texts into Standard English, by applying knowledge of vocabulary, accidence and syntax, and linguistic and cultural cues

[Key concepts: equivalence, representation; Key processes: interpreting, translating]

(ACLCLE035)



- reading texts to gain a sense of holistic meaning, and identifying cues, such as text type, familiar vocabulary, grammar and cultural references
 - considering multiple meanings of vocabulary, for example, by using dictionaries and electronic translation tools, and making appropriate selections according to context, for example, *petit*; *ago*; *de*
 - using known vocabulary, in Latin or English, and context to deduce the meaning of unknown words, for example, *clamor*, *exclamare*; *puer in cubiculo dormit* (dormitory)
 - identifying meanings of words by recognising change of form, such as third declension nouns and irregular verbs, for example, *nomen*, *nominis*; *est*, *sunt*
 - identifying parts of speech and their function in context to determine meaning, for example, identifying which noun is the subject of the verb
 - identifying the specific function of inflected forms to determine meaning, for example, *puella canem videt* (subject + object + verb) or *puella est laeta* (subject + verb + complement)
 - applying knowledge of grammar to recognise in context the specific function of words which may have multiple applications, such as whether *nomen* or *cives* is subject or object
 - developing problem-solving skills to resolve perceived issues and anomalies encountered in the translation process, for example, confusion of genitive and nominative forms such as *domini*
 - exploring the effect of using the variety of English translations for tenses and making selections according to context, for example, *clamat* – ‘she is shouting’, ‘she shouts’, ‘she does shout’
 - selecting appropriate English meanings, identifying words and expressions that do not translate easily, for example, *res*; *virgo*; *vir*; *consul spectaculum dat*
 - discussing how words that refer to aspects of Roman culture should be translated, for example, *servus* (‘slave’ rather than ‘servant’)
 - determining appropriate word order in English to retain meaning and emphasis, for example, *agricolam in agro taurus petit*
 - translating Latin into idiomatic English, for example, by translating *ego et tu* as ‘you and I’
 - discussing and correcting or improving own translations to increase accuracy and reflect register, tone and relationships between characters
 - collaborating with peers to interpret meaning in texts and develop and edit joint translations, using a range of ICT
 - applying appropriate strategies to translate, independently, unseen Latin texts
-

Compare different translations and interpretations of Latin texts, and identify features of successful translations

[Key concepts: translation, analysis; Key processes: evaluating, explaining and comparing, intertextualising]

(ACLCLE036)



- identifying the characteristics of a successful translation, such as grammatical accuracy
- examining translations to determine how effectively Latin is conveyed in English idiom, such as the use of articles
- comparing and discussing the merits of different translations of the same text, identifying differences and recognising that they may be equally valid
- giving and justifying opinions about the effectiveness of own and others' translations
- identifying and discussing effective strategies to create appropriate translations, such as skimming through the text and identifying familiar words and phrases, contextualising new vocabulary, and using these strategies to review and polish own translations

Understanding

Systems of language

Understand the phonological and orthographic systems of Latin, including the restored pronunciation and the written alphabet

[Key concepts: sound system, writing system; Key processes: recognising, imitating, copying, writing]

(ACLCLU037)



Elaborations

- recognising that the written alphabet used by the Romans is the basis for the modern English alphabet, although some letters are pronounced differently, for example, *u/v*, *i*, *c* and *g*
- mimicking or copying the restored pronunciation of Latin words, individually or with peers
- matching script to sound, using the restored pronunciation, for example, single consonants, long and short vowels, vowels before final *m*, diphthongs, *h* and aspirated *h*, consonant combinations/clusters as in *ingens*, *magnus*, *urbs*
- distinguishing *i* as a vowel and as a consonant, for example, *intrat*, *ianua*
- using the spoken stress of Latin, and dramatic expression appropriate to the tone and purpose of a text
- acknowledging the absence of punctuation in Latin in comparison with English, for example, by working with a sentence spelt out with no pauses between words
- recognising conventions of punctuation used by editors of Latin texts to assist comprehension

Understand concepts of accidence and syntax used in simple and compound Latin sentences, including parts of speech, case, gender, number, person, declension and conjugation, agreement and tense, and conventions of sentence structure [Key concepts: grammatical system, case, conjugation; Key processes: identifying, recognising]

(ACLCLU038)



- identifying parts of speech and their functions in texts, such as in statements, direct speech, commands and questions
- exploring the concepts of number, gender, case and the metalanguage used to describe nouns
- understanding noun inflections and their usage in first, second and third declensions:
 - case: nominative, vocative, accusative, genitive, dative, ablative, for example, *amicus, amice, amicum, amici, amico, amico*
 - number: *villa, villae*
 - gender: masculine *dominus*, feminine *domina*, neuter *atrium*, common *canis, parens*
- recognising personal pronouns and pronominal adjectives, and identifying number, gender and case, for example, *ego, tu, nos, vos; meus, tuus*
- recognising interrogative pronouns, for example, *quis, quid*
- recognising demonstrative pronouns, for example, *hic, haec, hoc; ille, iste*
- identifying cardinal numbers *unus* to *viginti* and ordinal numbers *primus* to *decimus*
- recognising prepositional phrases and the different forms of prepositions, for example, *e villa, ex urbe*
- distinguishing between the meanings of prepositions when governing different cases, for example, *in villam, in villa*
- exploring the concepts of verb number, person and tense, the metalanguage used to describe verbs
- identifying endings of verbs in the four conjugations, and regular and irregular verbs in the present tense, active voice
- identifying the use of the imperative, for example, *tacete vos omnes*
- identifying first/second and third declension adjectives, for example, *laeta/laetus; tristis*
- recognising agreement of adjectives and nouns in number, gender and case, for example, *puella tristis, frater magnus*, and how word order may differ from English
- interpreting compound sentences using conjunctions, for example, *canis intrat sed non latrat*
- recognising adverbs, for example, *servus diligenter laborat*
- understanding conventions of word order in Latin sentences, such as subject + direct object + indirect object + verb, for example, *puella librum fratri legit*, and how those conventions can be used to anticipate the development of a sentence
- developing strategies for building on prior knowledge and learning new grammar, for example, mnemonic devices, paradigms, drill exercises, online learning tools

Acquire and build vocabulary by using roots, derivatives and word lists, and use dictionaries to select appropriate meanings of Latin words

[Key concepts: vocabulary, meaning; Key processes: exploring, selecting]

(ACLCLU039)



- developing own and class lists of vocabulary related to texts and topics, such as daily life in ancient Rome, for example, *thermae, caldarium; magister, ludus*
- creating a class bank of words that are frequently used, for example, *tamen; alii ... alii ...; eheu!*, and common expressions used in everyday activities, for example, *salvete; ludere volo*
- practising vocabulary knowledge, for example, by using online tools such as drills
- using print and electronic dictionaries to locate the appropriate meanings of words
- understanding that one Latin word may correspond to several different English words and selecting the most appropriate meaning of a word in its context
- developing strategies for vocabulary building by applying knowledge of roots, for example, *ager/agricola* and derivatives, for example, agriculture
- building vocabulary by recognising Latin words commonly used in English, for example, exit, video, arena

Identify the structure and features of a range of texts in Latin, such as narratives and short plays

[Key concepts: text structure, purpose; Key processes: identifying, explaining and comparing]

(ACLCLU040)



- identifying elements of different types of text, for example, stories, dialogues and plays, and explaining the relationship between the language and structure used and the purpose of the text
- distinguishing and comparing features of a story and a play, such as narrative voice, characterisation, impact of direct speech
- making connections and comparisons between a new text and familiar texts of the same type
- using metalanguage to explain the effect of particular language features on intended audiences, for example, exclamations, interjections, such as *o me miserum; euge; eheu*

The powerful influence of language and culture

Elaborations

Understand that Latin spread with the expansion of the Roman empire, developed over time into the Romance languages, and influenced English vocabulary

[Key concepts: linguistic evolution, time (the past in the present), interconnection across concepts, influence; Key processes: comparing, analysing, applying]

(ACLCLU041)



- recognising that Latin is a member of the Indo-European family of languages, related to other ancient languages, such as Classical Greek, Sanskrit and Old Persian
 - recognising that Latin was influenced by languages of other ancient peoples, such as Greek
 - locating on a map the places where Latin was spoken across the area of Roman influence, from Britain to West Asia
 - researching how Latin evolved into its modern descendants, the Romance languages, and comparing words, such as numbers, *duo* (Latin) – *deux* (French) – *due* (Italian) – *dos* (Spanish) – *doi* (Romanian) – *dois* (Portuguese), or words such as 'hand' or 'friend' across languages
 - applying knowledge of Latin to understand words and expressions in Romance languages, for example, *tempo*; *liberté*, *égalité*, *fraternité*; *amigo*; *la dolce vita*
 - identifying and using Latin derivatives to expand own English vocabulary, for example, maternal/paternal, nominate, puerile
 - recognising connections between spelling of Latin and English words and applying understanding to improve own spelling in English, for example, first conjugation verb such as *portat* – English 'portable', compared with fourth conjugation verb *audit* – audible
 - identifying expressions and abbreviations in Latin that are commonly used in English, for example, *post mortem*, *in loco parentis*; e.g., i.e., am, pm, etc.
 - identifying words of Latin origin that are used in subjects across the school curriculum, for example, data, agriculture, commerce, equilateral, formula, mesa, tablet
 - identifying and collecting word families in which the same Latin root is used with different prefixes or suffixes, for example, reduce, introduce, deduce, conduct, produce
 - exploring and discussing the meaning of simple Latin mottoes used by modern institutions, such as the Olympic motto *citius, altius, fortius*
-

Examine the enduring influence of Roman culture on the modern world, by discussing the ancient origins of modern customs, religion, literature and architecture

[Key concepts: aesthetics, time (the past in the present), modernity; Key processes: connecting, explaining and comparing]

(ACLCLU042)



- recognising the ancient origins of national values such as citizenship, liberty, equity and justice
- exploring ancient connections with daily routines in modern society, such as family life, occupations, schooling, the calendar, and leisure pursuits such as dice, board games
- tracing Roman customs still used in modern ceremonies, such as weddings and funerals
- identifying influences from Latin literature on popular culture, for example, Harry Potter, Romeo and Juliet, Percy Jackson, superheroes such as Superman and Hercules
- exploring connections between ancient and modern music, for example, musical instruments such as the cithara, flutes, drums and contemporary songs composed in Latin, such as Bastille's *Pompeii* with Latin lyrics
- recognising the Roman influence on religion, such as Christian traditions
- researching elements of Roman engineering and architecture in bridges, aqueducts, amphitheatres, drainage systems and public buildings in Australia and across the world

Role of language and culture

Recognise that the language of the Romans provides insights into their daily lives, ideas, feelings and attitudes



[Key concepts: language, culture, interdependence; Key processes: connecting, conceptualising, explaining]

(ACLCLU043)



Elaborations

- investigating connections between language and significant cultural attitudes, for example, discussing how the terms *civis*, *libertus*, *servus* relate to rights of citizens
- exploring and discussing language use that reflects social structure in ancient Rome, for example, *pater familias*, *patronus/clients* relationships, *matrona*; Julia = daughter of Julius
- exploring references in texts to life at home, daily bathing, dining and entertainment, such as public spectacles, and discussing the importance of family and social life to the Romans
- recognising language that reflects the nature and use of private spaces, such as *domus*, *villa*, *atrium*, *hortus*, *insula*
- understanding the importance of religion and festivals in Roman society, for example, by examining references in texts to worship of the Olympian gods, or festivals such as *Saturnalia*
- considering the impact of stories about major early Roman heroes on the formation and transmission of Roman values, for example, Cloelia helping the kidnapped girls to escape, Horatius guarding the bridge
- discussing the influence on Romans of myths and legends, as represented in their literature and visual arts such as sculpture and mosaics, for example, Romulus and Remus, Aeneas, Hercules
- exploring the colloquial language that Romans used, such as *salvete*; *gratum*; *licet*

Reflecting	Elaborations
<p>Reflect on own and others' reactions to and assumptions about the language and culture of Roman society, considering similarities and differences to own language and culture [Key concepts: identity, interconnection across concepts; Key processes: comparing, connecting, empathising, reflecting]</p> <p>(ACLCLU044)</p> 	<ul style="list-style-type: none"> considering own and others' cultural assumptions about home and leisure and how these were different or similar in the Roman context reviewing and responding to aspects of cultural practices in Latin texts and Roman artefacts, and discussing the reactions of peers to these describing own life at home and school and making comparisons with that of young people in the Roman world developing an understanding of life in multicultural Rome, and reflecting on similarities and differences to own lifestyle in multicultural Australia discussing how young people in ancient Rome may have viewed the lives of young people in the modern world
<p>Reflect on self as a language learner, considering how learning Latin influences ways of learning and enhances understanding of own heritage, values and culture [Key concepts: identity, interconnection across concepts, influence; Key processes: connecting, reflecting]</p> <p>(ACLCLU045)</p> 	<ul style="list-style-type: none"> exploring own sense of identity, considering own and others' assumptions about family, language(s) spoken, traditions, values and attitudes considering how learning about the ancient world offers different ways of interpreting the modern world and representing experience keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Latin, noting personal reactions and reflections over time considering how the strategies adopted while learning Latin have impacted on own approaches to learning across subjects, such as setting realistic timeframes, computational thinking reflecting on the experience of learning Latin, considering how it might add a further dimension to own sense of identity reflecting and reporting on how learning Latin gives insights into the relationship between language and culture in general, and how own way of thinking about language, culture and identity may change through the experience

Framework for Classical Languages

Years 7 and 8 Achievement Standard

By the end of Year 8, students use their knowledge of vocabulary, grammar and textual cues to identify and interpret information in Latin texts, such as narratives, about the daily life and attitudes of the Romans. They interpret grammatical structures such as inflected forms; identify linguistic features such as striking word choice, for example, *laetissimus*, or use of imagery, for example, *dies est calidus*; *frigidus est rivus*; infer meaning from textual cues such as headings, images or maps; and describe social and cultural practices embedded in Latin text, such as *puer patrem timet*. They convey information and ideas about Roman society and culture, in oral, written or digital forms, using Latin as appropriate, for example, a news report in English about a historical event such as the assassination of Julius Caesar, or a digital poster about family life in Rome with annotations in Latin, such as a mother instructing her daughter about how to organise the slaves and manage the household. They share their responses to Latin texts, such as stories, myths and plays, by expressing their feelings and ideas about characters, events, actions, settings and themes. They read aloud or recite Latin texts, such as stories, dialogues or songs, or perform Latin texts, such as short plays, to entertain an audience, conveying meaning effectively by using appropriate phrasing and voice inflection. Students translate Latin texts accurately into Standard English, applying their knowledge of vocabulary, including roots and derivatives, linguistic cues, culture, and accident and syntax, including number, gender and case of nouns, for example, in first, second and third declensions, agreement of nouns and adjectives, for example, *mater nostra*, conjugation and tense, such as regular and irregular verbs in the present tense, for example, *audit*; *potest*, and indicative active voice and imperative active mood, for example, *paratis*, *parate!*, and conventions of sentence structure. They explain the relative effectiveness of different translations of the same text, and identify the features of a successful translation.

Students identify Latin sound–script relationships and use restored pronunciation when reading aloud, such as for single consonants, long and short vowels, diphthongs, double consonants and consonant clusters, for example, in *aestate*, *puella*, *observare*. They identify the structure and features of different texts in Latin, such as narratives or short plays, and explain how these elements contribute to an audience's response to the text. They describe how the Latin language spread with the expansion of the Roman empire, and developed over time into its modern descendants, the Romance languages. They explain how Latin has influenced and continues to influence English vocabulary, by identifying derivatives such as 'itinerary' from Latin *iter*, and Latin words and expressions that are used in modern English, such as *et cetera*. Students give examples of how particular language use reflects the lifestyles, ideas, feelings and attitudes of Romans in the Classical period, and identify connections between ancient and modern customs, religion, literature and architecture. They share their reactions to and assumptions about the language and culture of Roman society, identifying similarities or differences to their own language and culture. They describe how learning Latin impacts on their approaches to learning and on their understanding of their own heritage, values and culture.

Framework for Classical Languages

Years 9 and 10

The nature of the learners

Students have prior experience of learning Latin 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; from synthetic or modified reading material, they may progress to some authentic Latin texts, encountering selections from famous works of poetry or prose. Through their reading, analysis and translation of texts, students of Latin further develop their literacy in English, through close attention to detail, precision, accuracy, memory, logic and critical reasoning. They have a growing awareness of the wider world, including the diversity of languages and cultures that have continued to be an integral feature of society since ancient times. They are considering future pathways and prospects, including how further study of Latin may feature in these.

Latin language learning and use

Learners gain direct access to life in the Roman world through reading, analysing and interpreting Latin texts that reveal the language use and social and cultural practices of the Romans. They use vocabulary, grammar and textual cues to analyse and interpret language use and cultural references in Latin texts, and convey their interpretations of information and ideas about Roman society and culture, in oral, written or digital forms, using Latin as appropriate. They respond to Latin texts by analysing themes, values and literary features, such as plot development and characterisation, and sharing and justifying opinions. They read aloud, recite or perform Latin texts, such as oratory, history, drama or poetry, to entertain an audience, using phrasing, voice inflection and metrical effects to convey meaning and emotion. They translate a range of Latin texts that incorporate complex sentence structures and extensive vocabulary into Standard English, reproducing the style and purpose of the texts. They evaluate the effectiveness of different English translations and interpretations of a text, and develop strategies for successful translations. Learners apply the principles of pronunciation for the reading of Latin texts, and apply an extended knowledge of vocabulary, accidence and syntax to analysing how Latin is used in complex sentences. They analyse the structure and organisation of different text types in Latin, exploring how they relate to context, purpose and audience. Learners identify Roman values, attitudes and beliefs implicit in Latin texts, reflecting respectfully on the interdependence of language and culture. They investigate the enduring linguistic and cultural legacy of the Roman world in the modern world. They question and explain their own and others' reactions to and assumptions about the language, culture and values of Roman society, discussing how these relate to their own. They reflect on the power of language, and the impact of learning Latin on their own style of communicating, and ways of thinking and viewing the world.

Contexts of interaction

Task characteristics and literary styles at this level are complex and challenging, providing opportunities for independent as well as collaborative language interpretation and performance, and development and strategic use of language and cultural resources. The language class remains the principal context for learning Latin. Learners may participate in wider experiences relating to language and culture, such as competitions in recitation, art and essay writing; weekend camps; quiz nights; study seminars; summer schools; drama productions; and visits to museums and galleries. These experiences give learners a sense of connectedness and purpose, and allow them to make use of and extend their understanding of the Roman world and their language capability beyond the school context.

Texts and resources

Learners engage with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. A variety of texts gives opportunities for discussion and analysis of the relationship between language and culture. Research tasks allow for exploration of themes, cultural references and historical events.

Features of Latin language use

Learners apply the principles of pronunciation for the reading of Latin texts, for example, stressing the correct syllables, or acknowledging elision in poetry. They apply an extended knowledge of accidence and syntax, including subordinate clauses, finite and non-finite verb forms, pronoun forms, indicative and imperative moods, and active and passive voices, to the analysis and translation of texts that incorporate complex sentence structures. They analyse texts more critically, identifying the structure and features of different text types, and explaining their relationship with context, purpose and audience. They recognise the ongoing influence of Latin on English, through the transfer of specialist vocabulary and abstract concepts, for example, *alibi* or *gravitas*, and the coining of vocabulary for new technology and new discoveries, such as in science and medicine, for example, the terraforming of Mars. They analyse implicit values, concepts and assumptions embedded in texts, explaining the interrelationship between language and culture.

Level of support

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. A range of resources is provided and processes are modelled for the development of more autonomous self-monitoring and reflecting strategies, such as online collaborating for translation, video documenting and discussion forums. Continued focused attention on grammatical and literary features supports learners in the reading, analysis and translation of texts.

The role of English

Latin is the language of texts studied, such as narratives, drama, poetry, history or oratory. Latin is also used for reading aloud, reciting or performing texts. English is used for translation, analysis, explanation, discussion, evaluation and reflection.

Years 9 and 10 Content Descriptions

Engaging with texts

Accessing the Roman world through Latin texts	Elaborations
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Read, analyse and interpret Latin texts, using vocabulary, grammar and textual cues, to engage with the Roman world
[Key concepts: language, culture, meaning, experience; Key processes: reading, analysing, connecting]

(ACLCLE046)



- predicting the context and content of Latin texts through initial holistic reading, by identifying key words and phrases, for example, *Romani Carthaginienses valde timebant*
- inferring the meaning of new words, using knowledge of the text type and the author's purpose and technique, for example, *res, gero, rem gerere*
- investigating and explaining the effect of word order in Latin in producing emphasis and tone, such as indignation, anger, suspense, for example, *qualis vir? conclamant omnes; miser Catulle*
- examining and interpreting complex sentence structures, such as conditional sentences, indirect speech and subordinate clauses, for example, adjectival, causal, purpose or result clauses, indirect questions or commands
- reflecting on the precise use of tenses in Latin and making comparisons with English, for example, *cotidie ibat; si veneris*
- explaining how the coherence of complex texts relies on devices that signal text structure and guide readers, for example, *paulisper ... dum ... interea ...; primo ... deinde ... tandem; non solum ... verum etiam*
- investigating how different conjunctions are used in complex sentences to extend, elaborate and explain ideas, for example, in periodic sentences using *quod, quamquam, cum*
- explaining allusions to historical or mythological characters which exemplify Roman values and attitudes, such as Romulus and Remus, Lucretia, Horatius, Cloelia
- discussing conventions of Latin texts, such as letter format, for example, *Marcus Quinto SPD ... cura ut valeas*, or metre in poetry, for example, acknowledging quantities
- recognising positive and negative cultural connotations of concepts implicit in Latin vocabulary, for example, *rex, imperium*
- analysing cultural values and attitudes embedded in language use, for example, vocabulary and expressions particular to festivals and ceremonies such as *Io triumphe; ave Caesar*
- discussing the function and power of cultural representations such as symbols, for example, *SPQR, aquila, fasces*
- justifying interpretations of texts, using examples or quotations from or references to the text, such as line numbers or a paraphrase of a longer section of text
- constructing, editing and presenting interpretations of and responses to literary Latin, using ICT collaboratively

Convey interpretations of information and ideas about Roman society and culture, in oral, written and digital forms, using Latin as appropriate

[Key concepts: information, culture; Key processes: interpreting, explaining, presenting]

(ACLCLE047)



- examining how cultural attitudes are conveyed in Latin texts, such as attitudes to slaves or women, cleanliness, food, Romanisation, for example, by conducting a role-play, a forum on salient issues, a 'Q & A' session regarding the appropriateness of giving farming advice in verse
- investigating legal rights and obligations, such as citizenship, social classes, property rights, divorce, for example, building a digital representation of social strata through a pyramid
- researching Roman urban planning and architecture through the study of an archaeological site, and presenting findings, for example, by creating a virtual tour of the Colosseum, with written or oral text in English or incorporating Latin terms as appropriate, such as *harena*, *vomitoria*
- examining Roman architectural remains by electronic means, such as places of entertainment and worship, and exploring what they reveal about the values and attitudes of Romans
- gathering and collating information about Roman art, including sculpture, jewellery and painting, for example, producing an online exhibition catalogue
- researching references in Latin texts to foreign religions, for example, Mithraism, Isis worship and Christianity, and the extent of their influence in Rome
- examining Latin inscriptions, curses or graffiti to elicit information about Roman society, for example, *defixiones* from Bath, graffiti at the Colosseum or in Pompeii, and creating own examples in English or Latin

Responding to texts

Elaborations

Respond to Latin texts by analysing themes, values and literary features, such as plot development and characterisation, and sharing and justifying opinions
[Key concepts: morality, characterisation, theme; Key processes: responding, analysing, discussing, explaining]

(ACLCLE048)



- reading Latin texts and responding to questions in English to demonstrate understanding of content, context, purpose and technique
- exploring how language is used to reveal character, values and key messages in texts such as narratives, dialogues, plays, poems and letters, for example, *Cena Trimalchionis*; *odi et amo*
- discussing epic plots and characters, such as the *Aeneid*, for example, debating significant events and the author's purpose
- analysing plot development in texts such as plays and stories, discussing literary features, for example, use of comic episode, plot twist, climax, resolution
- interpreting how particular stylistic effects are created, such as emphasis, doubt, irony or supposition, for example, *sine dubio, satis constat, ut mihi videtur*
- analysing how writers use language features to achieve particular aesthetic, humorous or persuasive purposes and effects, for example, diminutives such as *puellula* or *homuncule*
- evaluating the effectiveness of texts, by considering the use of stylistic features, for example, simile, metaphor, personification or pathos, for particular purposes, such as to entertain or persuade

Read aloud, recite or perform Latin texts to entertain others, using strategies such as phrasing, voice inflection and metrical effects to convey meaning and emotion
[Key concepts: performance, expression, emotion; Key processes: reading, presenting]

(ACLCLE049)



- reading aloud, as Romans were accustomed to do, extracts from different genres of Latin literature, such as oratory, history, drama or poetry, with appropriate expression, phrasing, stress, rhythm and tone to convey meaning, for example, selections from the epigrams of Martial, or the letters of Pliny
- reciting or presenting extracts from Latin texts to the class or school community, using expression and movement to illustrate meaning and to entertain, for example, part of one of Cicero's speeches or excerpts from Virgil's *Aeneid*
- performing in theatrical presentations of Latin poetry or plays, such as the poetry of Ovid or Virgil, extracts from the plays of Plautus

Translating

Elaborations

Translate a range of texts that incorporate complex sentence structures and extensive vocabulary from Latin into Standard English, representing the style and purpose of the texts

[Key concepts: equivalence, meaning; Key processes: analysing, translating]

(ACLCLE050)



- reading holistically to deduce the context and content of Latin texts, by identifying key words and phrases
 - applying expanded knowledge of vocabulary, grammar and problem-solving skills to translate compound sentences and complex sentences with nested clauses
 - conveying shades of meaning of a range of subtle vocabulary, for example, inferring the different connotations of a word in a particular context, such as *virtus*; *causa*; *gero*; *ago*
 - inferring the meaning of words and expressions, using knowledge of the text type and the author's purpose and style, for example, *res publica*; *rem gerere*; *se gerere*
 - deducing the meaning of new words by drawing on prior knowledge, derivatives and connections with familiar words, for example, *actores in scaena fabulam Graecam hilare agebant*; *dormire*, *obdormire*; *ferre*, *inferre*, *offerre*
 - expanding the variety of English translations for verb tenses, for example, to express indignation, *clamavit* as 'she did shout', compared to 'she shouted' or 'she has shouted'
 - recreating mood, tone and dramatic impact in English translations by selecting appropriate vocabulary, comparing and contrasting potential choices, for example, *o tempora! o mores!*
 - refining translations by exploring print and online Latin and English dictionaries and thesauruses to consider a variety of meanings, for example, *manus*, and synonyms, for example, *contentus*, *felix*, *laetus*
 - conveying emphasis and tone, such as indignation, anger, suspense, embedded in Latin word order, for example, *effugere conati sunt, sed frustra*
 - rendering the precise meaning of tenses in Latin into idiomatic English, for example, *cotidie ibat*; *si veneris*
 - expressing the meaning of idiomatic expressions and culturally specific terms by choosing appropriate English expressions and terms, for example, *flocci non facio* (I could care less); *orationem habere* (deliver a speech)
 - constructing and editing translations collaboratively with peers, using a range of ICT
 - improving own translations to increase accuracy and better reflect register, tone and characterisation
 - translating, independently or in collaboration with peers, unseen texts with compound or complex sentences, drawing on familiarity with the style and language of texts already studied
-

Evaluate different translations and interpretations of Latin texts, using metalanguage to discuss their effectiveness, and develop strategies for successful translations


[Key concepts: translation; Key processes: evaluating, explaining and comparing, intertextualising]

(ACLCLE051)



- evaluating the effectiveness of translations, using criteria such as selection of appropriate vocabulary, grammatical accuracy, fluency, conciseness, clarity, idiomatic expression
- discussing how closely and effectively translations convey the author's meaning and intent
- critically analysing the merits of different translations of the same text, presenting and justifying opinions, and recognising skills of others
- discussing strategies used to convey complex ideas and structures, such as the use of correlatives and subordinate clauses, the rendering of mood
- evaluating strategies used to create fluent, accurate and idiomatic translations
- applying identified strategies to the translation of seen and unseen texts

Understanding

Systems of language	Elaborations
<p>Understand and apply the principles of pronunciation for the reading of Latin texts</p> <p>[Key concepts: sound system, fluency; Key processes: reading, applying]</p> <p>(ACLCLU052)</p> 	<ul style="list-style-type: none"> • isolating syllables and learning the rules for correctly marking the stress, for example, <i>spec-tā-tor</i>, compared with <i>péc-tor-a</i> • distinguishing the change of stress required with an enclitic, for example, <i>éstis</i> compared with <i>estísne</i>; <i>cíbus</i> compared with <i>cibúsque</i> • distinguishing between the primary and secondary stress in polysyllabic words, for example, <i>spèctatóríbus</i> • understanding the significance of elision when reading verse aloud, for example, <i>od(i) et amo</i>

Understand concepts of accidence and syntax used in complex Latin sentences, including subordinate clauses, non-finite verb forms, pronoun forms, mood, voice, and conventions of complex sentence structure

[Key concepts: grammatical system, case, conjugation, mood, voice; Key processes: identifying, explaining]

(ACLCLU053)



- identifying the endings of fourth and fifth declension nouns, for example, *exercitus, cornua; dies, fides*
- acknowledging that nouns may have unexpected genders, for example, first declension *agricola* (m), second declension *pirus* (f)
- recognising relative, emphatic and indefinite pronouns, for example, *qui, quae, quod; ipse; quisquis; quidam*
- recognising reflexive pronouns and adjectives, for example, *se; suus*
- analysing case usage of nouns in all five declensions, for example, partitive genitive *quid novi?*
- identifying and understanding the use of the locative case, for example, *Romae, Pompeiis*
- identifying and understanding words used in apposition in all cases, for example, *Venus, dea, est pulchra*
- explaining case usage of pronouns, for example, personal *ego, tu, nos, vos*; demonstrative *hic, ille*; interrogative *quis, quis, quid*; relative *qui, quae, quod*; emphatic *ipse, ipsa, ipsum*; reflexive *me, te, nos, vos, se*
- distinguishing the use of different moods
- extending identification of indicative endings of regular and irregular verbs to different tenses
- understanding the concept of the principal parts for verbs in all conjugations, for example, *voco, vocare, vocavi, vocatum; sum, esse, fui*
- identifying and understanding the use of infinitives for all four conjugations and irregular verbs, for example, a prolativ infinitive with *amat*, such as *natare amat*
- recognising impersonal expressions, for example, *mihi difficile est dormire*
- understanding the use of present, future and perfect participles, for example, *clamans, moriturus, vocatus*
- recognising passive voice forms and the forms of deponent verbs and distinguishing their meanings, for example, *laudata est* – she has been praised; *collapsa est* – she collapsed
- distinguishing in complex sentences between principal and subordinate clauses, for example, relative, causal, temporal, concessive, conditional, such as *si/nisi* with the indicative
- recognising comparison of adjectives and adverbs, regular and irregular, for example, *stulta, stultior, stultissima; malus, peior, pessimus*
- recognising *quam* + superlative, for example, *quam celerrime*
- understanding conventions of the use of numbers to express distance, capacity, time and price, for example, *duo milia passuum, quinquaginta denariis*
- understanding the conventions of the Roman calendar, for example, *a.d. XIV Kal Jul*
- recognising creative variations in Latin word order, for example, delay of a key word or clause to create suspense, ordering of clauses to increase impact,

bracketing/nesting, juxtaposition

Expand vocabulary by using a range of strategies, including knowledge of roots, cognates and derivatives, and use dictionaries to determine the meaning of unfamiliar vocabulary in specific contexts

[Key concepts: vocabulary, connections; Key processes: analysing, interpreting, applying]

(ACLCLU054)



- developing vocabulary lists pertinent to particular reading, for example, military words, philosophical words, poetic words
- using a dictionary to investigate how vocabulary choices in Latin and English can express shades of meaning
- extrapolating knowledge of word origins and roots to interpret unfamiliar vocabulary, for example, *aedificium*: *aedifico*; *rex, regis*: *regulus*
- extending vocabulary through word-building from Latin roots, for example, *caelum* + *colo*: *caelicolae*, and from derivatives, for example, celestial
- building vocabulary by recognising English words derived from supines, for example, 'mission' from *missum*
- identifying and interpreting compound words, for example, 'prefect' from *prae* + *factum*
- recognising common patterns of vowel change to identify words from the same root, for example, *capere*: *-cip* (*recipere*)
- expanding vocabulary by using connections between conceptually related words, for example, *pius*, *impius*, *pietas*

Analyse the structure and features of different text types in Latin, exploring how they relate to context, purpose and audience

[Key concepts: text organisation, genre; Key processes: analysing, explaining and comparing, intertextualising]

(ACLCLU055)



- examining textual features used to influence an audience, such as the contrast of short and periodic sentences to persuade, or the use of repetition and humour to entertain
- making connections and comparisons between a new text and familiar texts of the same type
- analysing different texts, such as a story, historical account or speech, to understand how a version of an event can be expressed in different ways
- recognising different ways of presenting the same story, for example, from the viewpoint of different characters or in the form of a flashback
- analysing language features used to influence the intended audience, such as imagery or rhetorical devices

The powerful influence of language and culture

Elaborations

Understand that Latin became the official language of the Roman empire and facilitated the spread of Roman civilisation and culture, and that Latin continues to enrich English through specialist vocabulary and abstract concepts embodied in the language

[Key concepts: linguistic evolution, power, ancient/modern, influence; Key processes: analysing, conceptualising, explaining and comparing]

(ACLCLU056)



- recognising that, as the Roman world expanded, Latin became the language of communication, trade, administration, education and law throughout its sphere of influence
 - exploring the role of Latin in the process of Romanisation, and its influence on local languages
 - discussing the impact on people and their lives in Roman provinces, with Latin as the common language, and Roman infrastructure such as aqueducts, sewers, roads and shipping, safe trade routes, standardised currency and weights and measures
 - recognising the spread of ancient Greek ideas through Latin, such as the use of Greek vocabulary and concepts in literature and philosophy, for example, *stadium*, *rhetor*, *theatrum*, *poeta*, *stoica*, *philosophia*
 - exploring abstract concepts derived from Latin, such as justice, liberty, republic, fraternity, charity, genius, piety
 - recognising terms in English that are hybrids of Classical Greek and Latin, for example, metalanguage, quantum physics, teleconference
 - discussing Latin words and expressions that are used in fields such as law, business and education, for example, *de facto*, *non sequitur*, *agenda*, *forum*, *curriculum*
 - examining the Latin roots of English words in subjects across the school curriculum, for example, technical vocabulary related to reporting research, such as *ibid* and *stet*
 - identifying Latin roots in English scientific, technical and medical terminology, for example, genus, species; computer, data, accumulator, super conductor, cellular differentiation, quantum teleportation; cancer, cannula, defibrillator, incision, amputation
 - exploring how Latin is used to coin terms for new technology and new discoveries in science and medicine in the modern world, such as internet, Trojan (horse), forum, virus
 - applying knowledge of Latin to form and explain plurals of English words borrowed from Latin, for example, *indices*, *media*, *vertebrae*, *curricula*, *alumni*
 - exploring mottoes and inscriptions, such as *per ardua ad astra* or *mens sana in corpore sano*, and discussing their relevance in the modern world
 - investigating the enduring nature and use of Latin in academic and religious ceremonies, for example, *summa cum laude*, *honoris causa*, *gaudeamus igitur* or *pater noster*
-

Discuss how the Roman world has influenced modern society, culture and political structures, such as literature, art, medical and scientific practices, government and infrastructure

[Key concepts: ancient/modern, aesthetics, time (the past in the present); Key processes: analysing, connecting, conceptualising]

(ACLCLU057)



- exploring the ancient origins of modern political and legal structures and concepts, such as republic, balance of power, jurisprudence and judicial precedent, census and elections
- investigating modern social issues, such as class, the role of women and civil rights, and making comparisons with the Classical period
- discussing influences of Latin literature on modern novels, poetry, drama and film, such as Book IV of the *Aeneid* on *Miss Saigon*, Ovid on David Malouf's *An Imaginary Life*, Virgil on Ursula Le Guin's *Lavinia*
- recognising the transmission of literary genres, such as epic, satire, love poetry, epigram, ode
- investigating famous artists' incorporation of classical themes and subjects in postclassical sculpture, painting, music, opera, theatre
- investigating ancient practices in medicine and science still relevant in the modern world, such as Galen's surgical procedures and Pliny the Elder's classification of animals and plants

Role of language and culture

Elaborations

Identify how cultural values, attitudes and beliefs of the Romans are embedded in their language

[Key concepts: language, culture, interdependence, attitude, value and belief; Key processes: analysing, conceptualising, explaining and comparing]

(ACLCLU058)



- discussing Roman values that are embedded in language, such as *pietas*, *virtus*, *hospitium*, *fides*
- understanding how language and cultural practices are interconnected, for example, by explaining religious origins or connotations associated with words and expressions such as the polite command in the English RIP ('rest in peace') and the use of the more prayerful subjunctive in the Latin *requiescat in pace*
- investigating the importance of Latin to personal status in the Roman world, as a means to social, economic and political advancement
- examining language that reveals information about Roman government and administration, such as *res publica*, *senatus*, *comitia*, *consul*, *dictator*, *princeps*, *census*, and references in texts to public service, justice and the court system
- discussing language that reveals the importance of public spaces and buildings in ancient Rome, for example, forum, temples, theatres
- explaining references in texts to amphitheatres, gladiatorial combat, *Circus Maximus*, 'bread and circuses' and understanding the important place of entertainment in the Roman world
- explaining the importance of religion to the Romans, with reference to concepts such as *Lares et Penates*, household *genius*, the worship of local gods at shrines, vestal virgins, cult of the Emperor
- researching and discussing political and cultural influences in and on the works of leading writers, such as Cicero, Horace, Virgil, Livy, for example, *mos maiorum*; *pax Romana*
- exploring the formal language that Romans used for greetings, or responding to the challenges of public life, such as *ave*, *plurimas gratias*, *di immortales*, and making comparisons with own language use in formal contexts
- reflecting on how language, texts and artefacts provide a means of understanding the social and cultural practices of the Romans and how they conceptualised their world

Reflecting

Elaborations

Question and explain own and others' reactions to and assumptions about the language, culture and values of Roman society, discussing how these relate to own language and culture

[Key concepts: attitude, value and belief; identity; Key processes: reflecting, decentring, empathising, mediating, explaining]

(ACLCLU059)



- investigating the extent to which values, attitudes and practices of people of cosmopolitan Rome are similar to or different from their own
- exploring how cultural identity was manifested in the ancient world, and making comparisons with own cultural identity in modern Australia
- exploring the identity of people living in the Roman world and relating this to their own identity as a member of a local community, a state/territory/nation and as a global citizen
- describing own public and private lives and making comparisons with those of people in ancient Rome
- considering how cultural diversity has continued to be an integral feature of society since ancient times
- exploring the process of decentring from own linguistic and cultural standpoint and considering how own ways of behaving and communicating might be perceived by people of the past

Reflect on self as a language learner, explaining how the study of Latin influences own style of communicating, ways of thinking and viewing the world

[Key concepts: identity, interconnection across concepts, influence; Key processes: connecting, reflecting, explaining]

(ACLCLU060)



- exploring own sense of identity, challenging own and others' assumptions about family and civic responsibilities, traditions, values and attitudes
- drawing on knowledge of ancient society to examine and interpret own world, including aspects such as ancestry, values, traditions, social status, family and national pride
- reflecting, such as in discussions, blogs and journals, on experiences in the course of learning Latin and their impact on perceptions of own cultural experience and ways of communicating
- identifying challenges and achievements associated with learning Latin, for example, learning to 'read between the lines' to identify thought implicit in the use of language
- reinterpreting own experience of learning Latin, listening to others' perspectives and comparing these with own experience
- discussing how learning Latin impacts on own ways of thinking and viewing the world

Framework for Classical Languages

Years 9 and 10 Achievement Standard

By the end of Year 10, students analyse a range of Latin texts to obtain information and ideas about Roman society and culture. They use vocabulary, grammar and textual cues to analyse and interpret language use and cultural references in Latin texts, such as poetry, letters or narratives, for example, by deducing the meaning of complex sentence structures, such as those with subordinate clauses or indirect speech; and explaining the impact of word order on emphasis and tone, for example, *dum homines cibum devorant, subito intravit miles!* and implicit values, concepts and assumptions embedded in language use, for example, *arbiter bibendi*. They convey their interpretations of information and ideas about Roman society and culture, in oral, written or digital forms, such as an investigation into Roman reactions to different religions, or a digital presentation on an archaeological site, for example, the *forum Romanum*. They share their responses to Latin texts, such as narratives, dialogues, plays, poems or letters, by describing themes, values and literary features, such as plot development and characterisation, and expressing and justifying their opinions with support from the text. They read aloud, recite or perform Latin texts, such as oratory, history, drama or poetry, to entertain different audiences, conveying meaning and emotion effectively by using appropriate phrasing, voice inflection or metrical effects, such as elision. Students translate a range of texts that incorporate complex sentence structures and extensive vocabulary, from Latin into Standard English that represents the style and purpose of the texts, applying their knowledge of roots and derivatives to infer the meaning of unfamiliar vocabulary, and using dictionaries to select the appropriate meaning of words. They analyse how the language is used in grammatically complex sentences, that include subordinate clauses, non-finite verb forms, pronoun forms, mood and voice, for example, by identifying case usage of nouns and pronouns, and all verb conjugations and tenses, including indicative, for example, *quamquam dominus abest, necesse est nobis strenue laborare*, and imperative moods, for example, *noli dominum excitare!*, and passive voice, for example, *ab agricolis nihil agitur*. They evaluate the effectiveness of different translations of the same Latin text, and identify strategies for successful translations.

Students apply the principles of pronunciation for the reading of Latin texts, for example, by stressing the correct syllables. They identify the structure and organisation of different text types in Latin, such as prose and verse, and explain how they relate to context, purpose and audience. They explain the role of Latin in facilitating the spread of Roman civilisation and culture during the expansion of the Roman empire, and the contribution of Latin to the enrichment of English through the transfer of specialist vocabulary, for example, *sine qua non*, abstract concepts, for example, an accused person's right to a defence, and the coining of vocabulary for new technology and new discoveries, for example, digicam from *digitus* + *camera*. Students describe Roman values, attitudes and beliefs that are embedded in particular language use, such as *pietas*, *virtus*, *hospitium*, *fides*. They explain how the Roman world has influenced modern society, culture and political structures, such as literature, art, medical and scientific practices, government and infrastructure. They share reactions to and assumptions about the language, culture and values of Roman society, explaining how these relate to their own language and culture. They compare ways of communicating and living in the ancient world with those of the modern world, and explain how learning Latin influences their own style of communicating, ways of thinking and viewing the world.

Framework for Classical Languages

Glossary

Alliteration

The repetition of the same consonant sound especially at the beginning of words or syllables.

Artefact

Something made or shaped by humans for their use, such as a stone tool, metal sword or letter, usually of historical interest.

Assonance

Repetition, usually of the same vowel sound or diphthong in non-rhyming words that are found close together, for example, *longo sermone* (i.e. a correspondence of vowel sounds, but not of consonants).

Authentic text

Text in Classical Greek or Latin written in ancient times.

Case

A grammatical term that describes the inflected form of a noun, pronoun or adjective by which its function in a clause can be identified.

Conjugation

A group of verbs that inflect in the same way, often featuring a particular vowel.

Conjunction

A word that joins other words, phrases or clauses in logical relationships, for example, contrast, time, cause or comparison; conjunctions include coordinating conjunctions and subordinating conjunctions (for example, and, but, because, although, when, since).

Context

The general social, historical and cultural conditions in which an ancient text was written, or the wording surrounding an unfamiliar word that an audience uses to deduce meaning. Context may also refer to the setting of an extract of text within a literary narrative.

Contract verbs

Verbs with stems ending in a short vowel (α, ε, ο). The vowel is absorbed in Attic Greek, but may be written in full in Homeric Greek and other dialects.

Crasis

A contraction in which two vowels merge into one, making one word out of two (Classical Greek).

Declension

A group of nouns, adjectives, or pronouns that share a variation of form by which their number and case can be identified.

Deponent verbs

Verbs which have passive forms but active meanings.

Diphthong

Two vowel sounds pronounced together in a single syllable to form a new vowel sound.

Ecphrasis

A graphic, often dramatic, description of a visual work of art, either real or imagined inserted into a narrative, particularly epic poetry (also known as ekphrasis).

Elision

The suppression of a vowel (and the letter *m* in Latin) at the end of a word when the following word begins with a vowel.

Enclitic

A particle attached to a preceding word.

Euphemism

The substitution of a mild expression for one thought to be harsh or offensive.

Evidence

What can be learnt from a historical source to help construct a historical narrative. In the Classical languages curriculum, 'evidence' also means the support from a written text provided for an opinion about its literary qualities.

Genres

The categories into which texts may be grouped (for example, epic, satire, love poetry, epigram, ode, oratory).

Gnomic statement

An observation or sentiment in the form of a proverbial saying (Classical Greek).

Hybrids of Greek and Latin

Words or expressions in English that combine elements of Classical Greek and Latin (for example, 'television').

Hyperbole

Extravagant exaggeration, not intended to be taken literally.

Inflection

A change that expresses one or more grammatical meanings through a prefix, suffix or infix, or some other internal variation, for example, a vowel change.

Juxtaposition

The placement of two or more concepts, characters, actions, settings, phrases, or words side by side for a particular purpose (for example, for rhetorical effect or to highlight contrast).

Literary features

The ways in which writers express their ideas to create an impact on their audiences, for example, to persuade or to entertain.

Metrical effects

The special effects created by poets through a choice of words that varies the light and heavy syllables in their verse.

Modified text

Text in Classical Greek or Latin written in ancient times, with omissions or parts rewritten to cater for the diversity of learners (ie abridged or adapted text).

Mood

There are two types of usage–

Grammatical: the form of a verb which shows whether it is indicative, imperative, subjunctive or optative (Classical Greek).

Literary: the emotional atmosphere or perspective created by a writer.

Mycenaean

Anything relating to ancient Mycenae or Mycenaean Greeks (15th – 13th century BCE).

Nested clause

A clause that interrupts another clause.

Oratory

The oral delivery of ideas in a persuasive style.

Paradigm

The listing of the inflected forms of noun, pronoun, adjective or verb; an example of a conjugation or declension showing a word in all its inflected forms.

Periodic sentence

A long sentence with several clauses designed to arouse interest or suspense by keeping the meaning unclear until its end especially by postponing the main verb.

Periods of Roman history

Roman history is conventionally divided into The Monarchy (753–509 BCE), the Republic (509–27 BCE) and the Empire (27 BCE – 510 CE).

Repetition

A word, phrase, part of a sentence or line of verse that is repeated to emphasise its significance. Repetition can be used as a rhetorical device.

Responding

Engaging with a literary text. 'Responding' involves identifying, selecting, describing, comprehending, imagining, interpreting, analysing and evaluating.

Restored pronunciation

Reconstruction, based on research, of the way in which Classical Greek or Latin is believed to have been spoken in ancient times.

Rhetorical device

Language designed deliberately to evoke emotion or persuade an audience (for example, imagery, metaphors, repetition, rhetorical questions).

Root

A word/word element that cannot be reduced to a smaller unit, and from which other words are formed, for example, **duc** in *reducere*.

Sentence

A group of words with a finite verb that can stand alone to make a statement, give a command or ask a question.

a **simple sentence** has only one finite verb;

a **compound sentence** has two or more main clauses of equal grammatical status, usually introduced by a coordinating conjunction such as 'and', 'but' or 'or';

a **complex sentence** has one or more subordinate clauses that are dependent on another clause, usually introduced by a subordinating conjunction such as 'when', 'because' or 'if'.

Supine

The fourth principal part of a Latin verb from which some other forms can be predicted, and from which many English words can be derived.

Synthetic text

Text in Classical Greek or Latin written in modern times to assist reading comprehension for a diversity of learners.

Tone

The attitude or feeling the writer expresses through choice of words and/or literary devices, for example, solemn, playful, defensive or sinister.

Transliteration

The conversion of a text from one script to another.

Voice

There are two forms—

Grammatical: the form of the verb that shows its relation to the subject i.e. active or passive voice.

Literary: the individual writing style of an author or a narrator.

Word order variation

The placement of a word or a significant concept in an unexpected position, such as at the beginning or end of a sentence or line of verse, to draw the audience's attention to it.

The Australian Curriculum Languages - French

Overview

Context statement

The place of the French language and culture in Australia and in the world

French is a major world language, spoken as the first language in more than two dozen countries on five continents and as an official language in 33 countries. First language speakers include the 67 million inhabitants of mainland France; those living in the territorial communities of New Caledonia, French Polynesia, and the Wallis and Futuna Islands, as well as in French overseas departments such as French Guiana, Martinique, Guadeloupe and the island of Réunion; 80 percent of the inhabitants of Québec; and significant communities in Luxembourg, Belgium, Monaco, Switzerland and the Democratic Republic of the Congo. There are also many French-based creole languages, such as Haitian, developed through French colonial contact. French is a language of diplomacy, used by many international organisations, and is the dominant working language at the European Court of Justice. French culture has contributed to the shaping of global movements and traditions associated with domains such as the arts, cinema, philosophy and cultural theory, as well as fashion, design, food and wine.

Australia and the French-speaking world have significant shared history and strong contemporary connections. First French arrivals in the eighteenth century were explorers, followed by small numbers of prisoners, refugees and government officials who involved themselves in trade, commerce and agriculture. Migrants from maritime regions such as Aquitaine and Normandy arrived in the early nineteenth century, followed by French recruits to the Victorian gold rush (1852–71). Many stayed and settled as agriculturalists, winemakers, traders and tradesmen. By the beginning of the twentieth century there was an established French community in the colony, with its own chamber of commerce, French-language newspaper, major shipping interests and involvement in the growing wool trade. The ends of both world wars brought further migrants, including war brides of Australian servicemen, and people taking advantage of the government-assisted passage scheme at the close of World War II. The gaining of independence by French colonies in the 1950s and 1960s saw numbers of French families choosing to migrate to Australia rather than return to France. The past five decades have continued to see a steady movement of migrants between France and other French-speaking countries and territories and Australia, with approximately 0.5 percent of the Australian population identifying as having French ancestry.

Current links between Australia and the French-speaking world are strong, characterised by bilateral relationships in trade and investment, educational exchanges, research and development in science and technology, humanitarian and environmental initiatives, and communications, strategic and defence priorities. The Pacific region is a particularly important focus of bilateral engagement. France is a leading destination for Australian travellers, and a partner in work-exchange opportunities in hospitality, tourism and international relations. Large numbers of young Australians visit France and other French-speaking countries each year on student or working visas.

The place of the French language in Australian education

French has been taught in Australian schools and universities since the 1880s. Originally offered with Italian and German as a modern language option alongside classical languages, it was valued as an important academic and cultural discipline and a means of accessing the intellectual and cultural heritage of France. The move to communicatively based approaches to teaching in the 1970s, together with improved communications and travel opportunities, increased interest in French as an option for more learners. As Asian languages joined European languages in school programs, numbers of students learning French declined, but French continues to be studied at all levels across all states and territories and is currently the third most widely studied language in schools. Wider community interest in learning French is strong, as evidenced by enrolments in courses offered by regional branches of the Alliance Française and the proliferation of informal community-based French conversation groups and language clubs.

The nature of French language learning

French is an Indo-European language and belongs to the family of Romance languages derived from the spoken Latin language of the Roman Empire. It is closely related to English, due to the shared influence of Latin and to the fact that French was the official language of the English court, administration and culture for 300 years after the Norman Conquest in the eleventh century. This involvement with French contributed significantly to the developing English language. There are more than 1700 words that are used in both languages (for example, *danger*, *saint*, *magazine*, *tact*). In this sense French is already partly familiar to English-speaking learners. This familiarity supports early stages of learning.

French uses the same Roman alphabet as English, although its pronunciation of the letters differs significantly and the use of accents on some letters is an additional complexity for English-speaking learners. There are many similarities between the two grammatical systems, such as the same basic subject-verb-object order, but also differences, such as in the use of tenses, the gendering of nouns and adjectives, the marking of plural forms of nouns and adjectives, and the use of articles and capital letters. The sound system is usually the main challenge for English-speaking learners, including as it does some novel sounds (such as the pronunciation of the letters *r* and *u*), letters which are silent, and unfamiliar liaisons and intonation and rhythm patterns.

The diversity of learners of French

French programs in Australian schools are offered to a range of learners, including some who are following immersion or partial immersion programs. Many are monolingual English speakers who are learning French as their first experience of another language. A relatively small number have existing connections with French, either as background speakers, second- or third-generation French Australians, or through professional, personal or other forms of connection. For learners from language backgrounds with very different grammatical and vocabulary systems such as Chinese or Korean, learning French will represent similar challenges to those which frame their experience of learning English as their language of schooling; but these learners have the advantage of having developed skills and understandings associated with learning and using additional languages.

The Australian Curriculum: Languages for French is pitched to second language learners; that is, to the dominant cohort of learners in the current Australian context for whom French is an additional language. It has been developed according to two main learning trajectories for these learners, Foundation to Year 10 Sequence and Years 7–10 (Year 7 Entry) Sequence. Teachers will use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences for these students.

For students learning French for the first time in a school language program, a key dimension of the curriculum involves understanding the cultural dimension that shapes and is shaped by the language. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in intercultural experiences, to develop new ways of seeing and being in the world, and to understand more about themselves in the process.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - French are available as PDF documents.

Languages - French: Sequence of content

Languages - French: Sequence of Achievement - F-10 Sequence

Languages - French: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum Languages - French Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Children enter the early years of schooling with established communication 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 French language and culture.

French language learning and use

French is learnt in parallel with English language and literacy. Learning in the two areas progresses at very different levels but each supports and enriches the other. French is used in classroom interactions, routines and activities, supported by the use of visual and concrete materials, gestures and body language. At this stage, there is a focus on play and imaginative activities, games, music, movement and familiar routines, which provide scaffolding and context for language development. Oral language is developed through listening to the sounds, shapes and patterns of French through activities such as rhymes, songs, clapping and action games, and through imitating and repeating sounds modelled by the teacher and aural texts. Learners experiment with simple formulaic expressions and one- or two-word responses to prompts and cues. As they progress to using French for interactions such as greetings or asking and answering questions, they notice that language behaves differently in different situations and that French speakers communicate in some ways that are different to their own. Creative play provides opportunities for exploring these differences and for using French for purposeful interaction, for example, asking for help, sharing ideas, challenging each other or expressing surprise.

Contexts of interaction

Learners interact with each other and the teacher, with some access to wider school and community members. Information and communications technologies (ICT) resources provide additional access to French language and culture experience, connecting learners' social worlds with those of French-speaking children in different contexts. Students may also encounter ideas about France and the French language outside the classroom, through travel, the media or popular culture.

Texts and resources

Learners engage with a variety of spoken, visual and written texts. They listen and respond to teacher talk, share ideas and join in stories, songs, play and simple conversations. Written and digital texts include stories, wall charts and Big Books, and teacher-generated materials such as games, labels, captions and flashcards. Writing skills progress from tracing and copying high-frequency words to writing modelled words and sentences independently (for example, greeting cards, captions or labels) and co-creating shared resources such as word walls or storybooks.

Features of French language use

Students become familiar with the sound systems of the French language, including pronunciation, rhythm, pitch and stress. They learn to pronounce individual letters and letter combinations, including unfamiliar sounds such as *-eau*, *-u*, *è*, *é*, *ou*, *r* and *g*. They recognise and use the intonation patterns that distinguish between statements, questions and exclamations. They use simple basic sentence structure and learn to write single words and simple phrases, noticing the use of accents and how these change the sound of letters. They become familiar with the idea of grammatical gender and know how to use singular and plural forms. They notice similarities and differences between French and English and begin to develop curiosity around the idea of difference and culture.

Level of support

Rich language input characterises the first stages of learning. Learners are supported via the provision of experiences that are challenging but achievable, with high levels of scaffolding and support. This includes modelling, monitoring and moderating by the teacher, providing multiple and varied sources of input and stimulus, regular opportunities for revisiting, recycling and reviewing, and continuous cueing, feedback, response and encouragement.

The role of English

Learners are encouraged to use French whenever possible, with the teacher providing rich and supported language input. English is used as a medium of instruction and for explanation and discussion. This allows learners to talk about differences and similarities they notice between French and their first language(s) and culture(s), to ask questions about language and culture, and to consider how they feel when they hear or use French and about how they view different languages and the people who speak them. This introduction to the 'meta' dimension of intercultural learning develops the ability to consider different perspectives and ways of being.

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact with each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family

[Key concepts: self, family, home, friendship; Key processes: interacting, greeting, thanking, describing]

(ACLFRC001)



Elaborations

- introducing themselves and responding to greetings, for example, *Comment t'appelles-tu? Je m'appelle...; Ça va, Emilie? Ça va bien, merci*
- using simple descriptive or expressive statements to describe themselves and to express likes, preferences or feelings, for example, *moi, j'ai cinq ans; je suis australien; j'aime le sport; moi, je préfère la danse; je suis très content*
- recognising and responding to simple questions on topics such as home, school or pets, using supporting intonation and gestures, for example, *Qui est-ce? C'est Maman. Qu'est-ce que c'est? C'est la chaise. Où est...? Il est...C'est un chien? Mais non...C'est un chat!*
- using formulaic French phrases for everyday interactions such as thanking, apologising, and offering wishes or congratulations, for example, *Merci!...oh, pardon; bon appétit; bonne fête! bravo!*

Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions
[Key concepts: play, performance, action learning, exchange; Key processes: participating, performing, taking turns, requesting]

(ACLFRC002)



- singing and adapting rhymes, action songs and raps (*Tourne, tourne petit moulin*), lullabies (*Fais do-do*) and counting songs (*Un éléphant se balançait*)
- creating class activities or projects that involve naming, labelling and illustrating, such as a garden, a pet rock collection or favourite-photos wall
- participating in tasks involving exchanging, sorting and classifying objects and attributes such as shapes, colours and numbers, using simple question forms and affirmative/negative responses, for example, *Tu as un 7? Oui, voilà. Et toi, tu as un 10? Non, j'ai un 6*
- taking turns in games and action songs that involve choice and negotiation, for example, choosing or exchanging matching cards or playing memory games such as *Au marché (donne-moi deux pommes, s'il te plaît; donne-moi deux pommes et trois carottes...)*

Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, and giving and following instructions
[Key concepts: roles, routines, rules, interactions; Key processes: listening, observing, cooperating, responding]

(ACLFRC003)



- using French for everyday routines such as roll call or naming the day of the week (for example, *aujourd'hui c'est lundi*), opening and closing lessons (for example, singing: *Bonjour, mes amis/Au revoir, mes amis*), or transition activities, for example, *on fait un grand cercle...*
- responding to instructions or directions through actions, gestures or verbal responses, for example, *Lève-toi, regardez-moi, écoutez, doucement!*
- asking for information or for a turn, for example, *Madame ... Qu'est-ce que c'est? Et moi?*
- interacting with each other during learning activities, for example, *Donne-moi le crayon. Voilà/voici...merci*

Informing

Identify key points of information in simple texts
[Key concepts: text, meaning, context; Key processes: decoding, guessing, making meaning]

(ACLFRC004)



Elaborations

- recognising symbols, words and phrases of written French, for example, labels, titles and captions
- listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding
- shared reading of texts such as Big Book stories about familiar events or contexts (for example, *Les amis de la ferme* or *Raconte et Chante*), using pictures, intonation and contextual clues to predict meaning and identify key characters and events
- making connections between information in written texts and images, for example, naming toys and games in toy catalogues such as *Jouets pour les tout petits*, selecting and listing items and prices
- identifying key points in a range of spoken, written or digital texts by actions such as miming and drawing, or onscreen pointing, clicking or dragging (for interactive programs such as *Petit Pont*)

Convey factual information about self, family, friends and possessions, using simple statements, gestures and support materials

[Key concepts: self, family, school; Key processes: naming, labelling, showing, describing]

(ACLFRC005)



- labelling or naming classroom items and resources or personal possessions, for example, *la table, la chaise, l'ordinateur, la carte*
- contributing to a class photo story, for example, writing and reading aloud captions to own photos (*Je suis triste/content/fâché*) and points of personal information (*J'aime le chocolat; je suis petite; j'ai un chat noir*)
- using simple sentence structures, familiar vocabulary, concrete materials and supporting gestures to talk about self and the immediate environment, for example, *Je suis à l'école; j'ai les yeux verts; voici ma chaise et voilà mon sac; j'ai un tracteur rouge*
- drawing aspects of daily routines (for example, *le petit déjeuner, la récréation, le sport*), and writing captions or attaching word bubbles

Creating

Engage with a range of imaginative texts through action, dance, drawing and other forms of expression

[Key concepts: imagination, response, character, expression; Key processes: responding, acting, dancing, expressing]

(ACLFRC006)



Elaborations

- listening to or viewing French versions of familiar stories such as *Le Navet Géant* or *Boucle d'Or et les Trois Ours*, comparing French expressions at key points in the story with English language versions, and re-enacting with puppets, props and actions
- performing poems, rhymes or simple stories that include repeated phrases and rhythms to emphasise key points, for example, chanting '*Au Loup!*' in *Au Loup*, or '*Ça va pas, non!*' in *Je veux pas aller à l'école*
- making simple evaluative statements about favourite characters in stories, rhymes or songs, for example, *Il est magnifique! J'adore Minou! Elle est sympa!*
- re-creating stories, rhymes and songs through mime, dance, or drawings with simple written captions

Participate in shared performance and presentation of stories, songs or nursery rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression

[Key concepts: rhythm, expression, pronunciation; Key processes: chanting, miming, drawing, dancing]

(ACLFRC007)



- performing songs, rhymes and action stories using non-verbal forms of expression such as clapping, gestures and facial expressions to support the making of meaning
- creating and presenting own Big Books, storyboards or digital texts based on imaginary scenarios in familiar contexts (for example, *Petit Ours Brun fait un tour à notre classe*), building on key words and phrases, and using punctuation to guide intonation and drawings to support written text
- creating rhythms for difficult or complicated phrases or intonation patterns, such as *Comment t'appelles-tu? Qu'est-ce que tu manges pour le petit déjeuner? Le chocolat chaud*

Translating

Elaborations

Translate simple French words, phrases and gestures for family and friends, noticing how they may have similar or different meanings in English or other known languages

[Key concepts: language, vocabulary, meaning; Key processes: demonstrating, explaining, comparing]

(ACLFRC008)



- recognising that every language has its own words, sounds and gestures to make meaning, and using French and/or English to name familiar objects and conduct simple conversations, translating when necessary to help others understand
- sharing and interpreting simple expressions and songs with friends and family, for example, showing them how to sing *Joyeux anniversaire* or explaining how to use appropriate greetings for different times or occasions, such as *Salut*, *Bonsoir* or *Bonne fête*
- demonstrating and explaining hand gestures, intonation patterns or facial expressions that accompany language or stand alone, for example, shrugs or exclamations such as *Bof! Mais non! Ouf! Oh là là!*

Create simple print or digital texts that use both French and English, such as labels, word banks, wall charts or ID cards

[Key concepts: vocabulary, translation, meaning; Key processes: naming, comparing, copying]

(ACLFRC009)



- collecting French and English words that are similar or identical and have the same meaning but are pronounced differently, for example, *la police*, *la table*, *la routine*, *six*
- designing and using bilingual *fiches personnelles* with identifying details supplied in both languages, for example, *nom*, *prénom(s)*, *âge*, *mes amis sont...*, *j'habite...*, *j'aime...*
- writing captions in French and in English for a photographic display to record a class event or experience such as sports day, school camp or pets day
- making own bilingual picture dictionaries with captions, stickers and simple descriptions to explain culture-specific terms such as *la bise*, *le goûter* or *la rentrée*

Reflecting

Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words

[Key concepts: language, culture, difference; Key processes: noticing, considering, comparing]

(ACLFRC010)



Elaborations

- noticing French ways of talking and behaving that appear different to own ways, finding examples in children's stories such as *Marie de Paris* or *Je veux pas aller à l'école* or in recordings of French-speaking children in different contexts
- comparing aspects of Australian and French children's lifestyles, such as ways of playing games, buying and eating food or interacting with family members, for example, school *cantine* meals, daily greetings in the family
- using French versions of spontaneous exclamations or interactions, for example, *Aïe!* instead of *ouch!*, or *ça va!* plus hand gestures or facial expressions when responding to a greeting
- including some French words and expressions in English conversation when it feels appropriate (for example, *bon...voilà*, *pardon*, *merci*, *attention!*), noticing changes in behaviour, voice or body language when speaking French

Describe themselves, the people they are close to and the ways they communicate, using simple statements and gestures

[Key concepts: identity, self, communication; Key processes: describing, explaining, presenting]

(ACLFRC011)



- making simple statements about themselves, including where they come from, their age and appearance, for example, *je suis australien et italien, j'habite à Darwin, je suis fils unique, je suis petit et mince*
- identifying languages they speak or are familiar with, for example, *je parle vietnamien, anglais et français*, comparing ways of interacting in familiar situations in different languages
- noticing their own use of words, expressions or behaviours that make them who they are, such as using words from different languages, ways of celebrating or talking that may not be familiar to other people

Understanding

Systems of language

Recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols

[Key concepts: pitch, stress, intonation, letters, pronunciation; Key processes: listening, distinguishing, reading, recognising]

(ACLF RU012)



Elaborations

- building phonic awareness by recognising and experimenting with sounds and rhythms, focusing on those that are novel and initially difficult such as *u (tu)*, *r (très rapide)* and *-ion (attention!)*
- listening closely to distinguish between sounds such as *bon, bien* and *beau* or *chien, chat* and *champ*
- understanding that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations (*Tu as six ans. Tu as six ans? Tu as six ans!*)
- developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context
- becoming familiar with the French alphabet, noticing similarities and differences to English, for example, *double-v, i-grec*, and the possible confusion between *g* and *j*

Understand some first elements of French grammar, such as simple verb and gender forms, definite articles, pronouns and prepositions

[Key concepts: words, sentences, grammar, patterns, rules;

Key processes: recognising, naming, selecting]

(ACLF RU013)



- understanding the French subject-verb-object structure (*je mange la pomme; tu as le cahier*) and the different patterns of adjective-noun order, with some adjectives coming before and some coming after the noun (*le beau manteau, la grande école, le papillon rose*)
- noticing and using definite and indefinite articles in singular or plural forms (for example, *la fille, le concert, les croissants; un chapeau, une chaise, des amis*), including the *l'* form for nouns beginning with a vowel or letter *h*, for example, *l'hiver, l'école*
- becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns and adjectives, for example, *le chien, la maison, le petit garçon, la petite fille, le copain, la copine*
- using appropriate pronouns to identify people, for example, *Je m'appelle Adam, et toi, tu t'appelles comment? C'est lui?*
- recognising and using some prepositions in simple sentence structures, for example, *elle est devant la maison, je suis sous la chaise*
- developing number knowledge for numbers 0–20 and ordinals (*premier, deuxième*)
- responding to and using simple imperative verb forms, for example, *viens ici! écoutez bien!*
- using singular forms of common verbs in the present tense (for example, *je suis chinois, tu as trois frères, il aime le football, Papa est grand*) and some forms of irregular verbs such as *aller, venir* and *faire*
- using simple questions and statements, for example, *Qu'est-ce que c'est? Qui est-ce? Tu t'appelles comment? C'est un poisson. Je préfère les fraises*

Understand that language is organised as 'texts', which take different forms and use different structures and features to achieve their purposes

[Key concepts: genre, text, meaning; Key processes: noticing, applying]

(ACLF RU014)



- understanding that texts can be spoken, written, digital, visual or multimodal and that they can be very short (*Stop!* or a hand gesture to signify *Arrête!*) or much longer (*Il était une fois...*)
- recognising that different types of text have different features (for example, rhythm and repetition in action songs and rhymes) and use different language, for example, formal or informal forms of address (*Bonjour, Monsieur; Merci beaucoup, Madame; Salut, Annie!*)
- comparing similar texts in French and English such as counting games or street signs, identifying elements in the French texts which look or sound different
- developing a language to talk about language and texts (metalinguage), and naming familiar types of text (story, poem, recipe, list) and talking about how they work, for example, using the story-starter *Il était une fois...*; rhyming and repeating words in songs such as *Trois p'tits chats...*

Language variation and change

Elaborations

Understand that French speakers use language differently in different situations, such as in playground games, at home with the family or in the classroom

[Key concepts: language as social practice, language conventions; Key processes: noticing, comparing]

(ACLF RU015)



- noticing that different kinds of language are used in different situations and with different people, for example, exchanges between children and parents (*Un bisou, Papa! Je t'aime, ma puce!*) and exchanges between children and unfamiliar adults (*Bonjour, Madame, comment ça va?*)
- understanding that language varies according to context and situation, for example, language used for play with friends (*vas-y! bravo! cours! à moi!*) is less formal than language used with teachers (*Pardon, Monsieur Falcon; je suis désolé; je m'excuse...*)
- understanding that language forms such as greetings vary according to the time of day or the occasion, for example, *bonjour, bonsoir, bonne nuit, bonne année, bon anniversaire*
- understanding that language associated with particular interactions can vary in different cultural contexts, for example, the use of first names in Australian or American English compared to the use of titles and family names in French or Japanese



Understand that all languages continuously change through contact with each other and through changes in society

[Key concepts: language, change, word borrowing; Key processes: noticing, comparing, listing]

(ACLF RU016)



- understanding that languages and cultures change in response to new ideas and social and cultural developments (globalisation)
- recognising that languages borrow from each other, that many French words are used in English (for example, 'croissant', 'menu', 'chauffeur', 'chef', 'ballet') and many English words are used in French, for example, *le week-end, le parking, le cowboy*
- understanding that some languages are continuously growing while others, such as many Indigenous languages throughout the world, are endangered or being revived

Recognise that Australia is a multilingual society with speakers of many different languages, including French

[Key concepts: multilingualism, culture, community; Key processes: discussing, observing, mapping]

(ACLF RU017)



- understanding that the world contains many different languages spoken by many different communities of speakers and that most people in the world speak more than one language
- exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages



- exploring the different languages used by peers in their class, for example, by creating a language map with greetings in each language represented in the class
- recognising that French is an important world language, spoken in many countries in the world apart from France, including Australia

Role of language and culture

Elaborations

Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them

[Key concepts: language, culture, meaning; Key processes: noticing, asking questions, reflecting, explaining]

(ACLF RU018)



- exploring the meaning of 'culture', how it involves visible elements (such as ways of eating or symbols such as flags) and invisible elements, such as how people live, what they value, and how they think about themselves and others
- understanding that learning French involves ways of using language that may be unfamiliar (for example, using *merci* when refusing an offer), and also some ways of behaving and thinking that may be unfamiliar, for example, the importance of food in some family and regional traditions, or ways of expressing or describing feelings or relationships
- noticing features of French language interactions in some texts and contexts (for example, photos, storybooks or video clips) that may be similar or different to own ways of communicating
- identifying ways of communicating and behaving associated with Australian contexts, for example, Nippers, rip spotting, body boarding; multicultural days in primary schools

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and each other through action-related talk and play. They exchange greetings such as *Bonjour! Comment ça va? Très bien, merci* and respond to question cues with single words or set phrases such as *Qu'est-ce que c'est? Un éléphant. Tu veux un croissant? Non, merci*. They choose between options when responding to questions such as *Tu veux le rouge ou le bleu?* They make meaning using visual, non-verbal and contextual cues such as intonation, gestures and facial expressions. They mimic French pronunciation, approximating vowel sounds and consonant combinations with some accuracy. They identify key words in spoken texts, such as names of people, places or objects. They use modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about themselves, their class and home environment, the weather or date. They write simple texts such as lists, labels, captions and descriptions. Students use some pronouns, prepositions and simple present tense forms of regular verbs.

Students identify ways in which spoken French sounds different to English and know that it uses the same alphabet when written. They identify words that are written the same in both languages but pronounced differently. They know that French is the language used in France and also in many other regions of the world. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and other's languages and cultures.

Years 3 and 4

The nature of the learners

At this level, children are developing awareness of their social worlds and of their memberships of various groups including of the French class. They are developing literacy capabilities in English, such as writing in the Roman alphabet, and this assists to some degree in learning French. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

French language learning and use

A balance between language **knowledge** and language **use** is established. Activities that focus on grammar, vocabulary and pronunciation are integrated with purposeful, varied communicative activities. The development of oral proficiency at this stage continues to rely on rich language input. Learners engage in a lot of listening, developing active-listening and comprehension skills, using contextual, grammatical, phonic and non-verbal cues. The language they hear is authentic with modification, involving familiar vocabulary and simple structures. The balance between listening and speaking gradually shifts as learners are supported to use the language themselves in familiar contexts and situations. They exchange simple ideas and information, negotiate predictable activities and interactions, and participate in shared tasks, performance and play. They continue to build vocabulary that can be adapted for different purposes. They control simple grammatical forms with some accuracy to communicate in familiar contexts.

Contexts of interaction

The context in which students interact is primarily the language classroom and the school environment, with some sharing of their learning at home. They also have some access to wider communities of French speakers and resources through virtual and digital technology. The familiarity and routine dimension of the classroom context provide scaffolding and opportunities for language practice and experimentation.

Texts and resources

Learners develop literacy skills through interacting with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts such as picture books, stories, puppet play, songs and computer games introduce them to the expressive and cultural dimensions of French. Procedural, informative and descriptive texts, such as timetables, tuckshop orders or class profiles, show how language is used to organise, to describe and to 'get things done'. Learners may have access to resources developed for children in France, such as television programs, advertisements or web pages, as a way of developing cultural knowledge.

Features of French language use

Learning French contributes to the process of making sense of the children's worlds that characterises this stage of development. As they encounter French language and culture they understand that French and English have many similarities and also some interesting differences. They notice features of French communication such as the use of gestures, facial expressions, intonation patterns and polite forms of address. They make comparisons with their own ways of communicating. This leads them to think about **identity** and **difference** and about what it means to speak more than one language.

Level of support

This stage of learning involves extensive support. This is primarily provided by the teacher, who provides instruction, explanations, examples, repetition, reinforcement and feedback. Tasks and activities are carefully scaffolded and resourced. Time is allowed for experimentation, drafting and redrafting. Learners are supported to self-monitor and reflect on their learning.

The role of English

Learners are supported to use French as much as possible for classroom routines, social interactions, structured learning tasks, and language experimentation and practice. English is used for discussion, explanation and reflection, enabling learners to develop a language for sharing ideas about language and culture systems. It enables them to ask questions to support their learning and to reflect on the experience of moving between languages and cultures. Using both French and English in the classroom develops a sense of what it means to be bilingual.

Years 3 and 4 Content Descriptions

Communicating

Socialising

Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds

[Key concepts: communication, politeness, friendship; Key processes: interacting, listening, questioning, responding]

(ACLFRC019)



Elaborations

- exchanging greetings in different contexts, for example, *Bonjour, Madame Patou, comment allez-vous? Salut, Nicole, ça va? Pas mal, et toi?*
- offering wishes for particular occasions, situations or times of day, for example, *Bonne nuit, Papa! Bonjour, Messieurs; Bonne fête, Hafiz! A demain, Mademoiselle; A bientôt! Bonne année! Bon courage!*
- exchanging information about self, family, friends or interests, building vocabulary, using simple statements and cohesive devices such as the conjunctions *et, mais* and *ou*, and experimenting with gestures (for example, shrugging, thumb/fingers gesture for *l'argent*), intonation and expression, for example, *J'ai deux sœurs et j'ai un frère; j'aime les sports et les voyages — mais j'adore la musique!*
- using common responses to frequently asked questions or comments (for example, *très bien, voilà, oui, bien sûr, d'accord*), imitating modelled intonation and stress patterns
- asking and answering questions relating to concepts such as time, place or number, including days of the week, months and seasons, for example, *Ça fait combien? Ça fait cinq; Quelle heure est-il? Il est dix heures; Aujourd'hui c'est vendredi? Non, c'est jeudi; En hiver il fait très froid*
- exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form

Make statements, ask questions and collaborate in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items

[Key concepts: collaboration, creativity, discovery; Key processes: contributing, collecting, exchanging]

(ACLFRC020)



- making simple recipes such as *crêpes* or *croques monsieur*, using imperative verb forms (*ajoutez, mélangez, versez, servez*) and vocabulary for ingredients and quantities (*la farine, le beurre, le lait, 100 grammes, un verre de...*)
- creating own instructional or procedural tasks such as making a model or designing treasure hunts, for example, *Où se cache le trésor?*
- playing games that involve active listening, memory or information exchange, for example, *Jacques a dit, Jeu de 7 familles, Loto*
- working together in collaborative tasks such as designing a poster for a specific event, composing a menu or creating a picture book, sharing decisions about content, vocabulary and design, for example, *ceci ou cela? qu'est-ce que tu préfères? là ou là? petit ou grand?*
- swapping or borrowing from each other's language resources such as word lists to complete shared learning tasks, for example, building an action wall or making adjective-snake-sentences (*le chien est: petit, noir, fatigué, triste; Maman est: grande, mince, belle, gentille*)

Follow the teacher's instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission or attracting attention

[Key concepts: learning strategies, support; Key processes: requesting, clarifying, responding]

(ACLFRC021)



- responding to instructions such as *Encore une fois; montre-moi; chantez plus fort; regarde les photos, écoutez, écrivez/tapez la phrase*
- requesting help or clarification, for example, *Je ne comprends pas; répétez s'il vous plaît; j'ai une question...*
- negotiating turns (for example, *C'est à toi? Non, c'est à moi*), and praising and evaluating each other, for example, *Super! Pas mal. Bon travail! Excellent! Bravo!*
- developing and displaying classroom rules and routines, deciding on priorities such as *le respect, la politesse* and *la co-opération*
- using appropriate language to ask for help or to attract attention, for example, *Monsieur, s'il vous plaît! Je ne comprends pas*
- rehearsing words, phrases or interjections which can be used as 'hooks' or fillers in conversation, such as *ah bon ... voilà...eh bien...alors*

Informing

Elaborations

Locate specific points of information in different types of texts relating to social and natural worlds

[Key concepts: community, family, friends, environment; Key processes: focused reading, information selection and organisation]

(ACLFRC022)



- collecting information about different animal species (for example, *les insectes*, *les animaux domestiques/sauvages*), and creating a display with names and appropriate adjectives, for example, *la fourmi — minuscule*; *le lion — féroce*
- listening to short spoken texts with some unfamiliar language, identifying points of information, for example, the name and number on a recorded phone message, the age of a child interviewed, some items on a recorded shopping list
- locating information relating to school activities in a French context (for example, *l'emploi du temps*, *la lecture*, *l'orthographe*, *le vocabulaire*, *les mathématiques*) and comparing with own daily schedule
- 'finding French' at home or in the community to create collections or displays, for example, French words used in English language advertisements, shop signs, recipe books or menus

Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts

[Key concepts: home, school, information; Key processes: selecting, presenting, comparing]

(ACLFRC023)



- using simple descriptive language and supporting resources to introduce family members and friends, identifying relationships (*c'est mon cousin/ma sœur/ma grand-mère/mon copain*) and cultural backgrounds (*il est chinois/espagnol/australien*)
- collecting information about each other's likes, dislikes or interests, using checklists, surveys or question cues such as *combien de...? à quelle heure...?* to create a class profile, chart or database, for example, *les sports préférés*, *les plats de choix*
- presenting information on events or topics of possible interest to French children of their own age (for example, *les fêtes d'anniversaire*, *les vacances* or *les copains*), using multimodal resources and realia support and building vocabulary to describe actions and feelings
- creating a class book or digital display about topics they have been studying in French and/or other curriculum areas, for example, *les animaux sauvages au zoo/dans la nature*

Creating

Elaborations

Participate in interactive stories and performances, acting out responses, identifying favourite elements, and making simple statements about characters or themes

[Key concepts: response, action, expression; Key processes: participating, imagining, interpreting]

(ACLFRC024)



- interacting with characters in stories, songs or cartoons such as *Samsam* or *Titou*, for example, by writing invitations, paying simple compliments (*Viens chez moi! J'adore ton chapeau!*) or preparing questions for an interview (*Tu as quel âge? Est-ce que tu aimes le fromage?*)
- viewing excerpts from imaginative texts such as *Ratatouille*, listening for key words and phrases, picking up cultural cues, and choosing vocabulary to describe key characters, for example, *Rémi: un rat, gastronome, chef, intelligent; Emil: un rat, le frère, gros, gourmand; Linguini: jeune home, timide, maladroit, bête*
- collecting and using favourite exclamations, words or expressions from different imaginative and expressive texts, for example, *Terrrrrible! Ça y est! Pas vrai!*
- reading simple narratives and responding to images that evoke positive or negative emotions such as affection, sadness or anger, and making connections with their own experiences by using stem statements such as *Je suis folle quand...; Je suis contente si...; J'ai peur de...*

Create short imaginative texts that allow for exploration and enjoyment of language

[Key concepts: fantasy, imagination; Key processes: experimenting, playing, creating, performing]

(ACLFRC025)



- creating short imaginative texts designed to amuse or entertain, such as fantasy stories featuring imaginary creatures with names created out of two or more real animal names, for example, *le chevaloon, le lapinat, les moutaches*
- producing and presenting picture/digital books or short scripted plays or animations that use favourite French words and expressions to build rhythm or rhyme
- creating and performing alternative versions of stories or action songs, using voice, rhythm and gestures to animate characters, or using support materials such as drawings or story maps to create visual context

Translating

Elaborations

Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret

[Key concepts: translation, meaning, culture; Key processes: noticing, explaining, comparing]

(ACLFRC026)



- identifying and comparing key words in French and English versions of favourite stories (for example, *La chenille qui fait des trous* and *The Very Hungry Caterpillar*; *La vieille dame qui avala une mouche* and *The Old Woman Who Swallowed a Fly*), and comparing rhythms and vocal effects in the two versions
- playing matching-pair games with French and English word cards, for example, *Le Calendrier*, matching words in both languages for days of the week, months and seasons
- collecting and using French words and expressions which do not translate easily into English (for example, *bon appétit*, *bon voyage*, *voilà!*) and French words used by English speakers, for example, 'café', 'éclair', 'mousse', 'chic'
- finding English words in French texts (for example, *l'Internet*, *le sandwich*), and considering how French speakers might pronounce the English words and why they are not translated

Create bilingual versions of texts such as picture dictionaries, action games or captions for images

[Key concepts: translation, meaning; Key processes: selecting, code-mixing, explaining]

(ACLFRC027)



- participating in Circle Time sessions, helping each other to use as many French words and expressions as possible
- creating bilingual picture dictionaries, using colour-coded captions to identify words that are identical, similar or different
- creating captions for images in simple bilingual storybooks modelled on texts such as *Oops and Ohlala* (*A la plage*, *Vive l'école!*)
- alternating between French and English versions of games such as *Un...deux...trois...soleil* and *What time is it, Mister Wolf?* or *Caillou*, *papier*, *ciseaux* and *Rock*, *paper*, *scissors*
- creating bilingual texts for the classroom or school community (for example, posters, library displays or online newsletter items), and discussing how to represent meaning in different languages for different audiences

Reflecting

Notice what looks or feels similar or different to own language and culture when interacting in French

[Key concepts: communication, difference, respect; Key processes: noticing, comparing, reflecting]

(ACLFRC028)



Elaborations

- identifying elements of French language that feel most different to their own usual ways, including pronunciation of some sounds, gestures such as *la bise*, or facial expressions, and describing to each other what they are confident in doing in French, what they feel unsure of and what they most enjoy
- talking about how it feels to use a different language
- experimenting with respectful gestures and forms of communication, such as shaking hands or using titles such as *Madame* and *Monsieur*

Explore their own sense of identity, including elements such as family, friends and interests, and ways of using language with different people

[Key concepts: identity, friends, groups; Key processes: noticing, describing, identifying]

(ACLFRC029)



- using simple words and expressions selected from word banks and modelled statements to create personal profiles, highlighting key characteristics and features, for example, *je suis australien et grec, je suis sportif, je suis courageuse, je parle anglais et grec, j'ai beaucoup de cousins*
- noticing how they communicate with each other, their families, teachers and other adults, identifying differences in behaviour and language and explaining reasons for these
- talking about identity and language use, and creating visual representations of their own memberships of families, friendship groups and communities, for example, *ma famille, mon équipe, ma classe*
- reflecting on the experience of becoming bilingual (or in the case of some learners plurilingual), considering what advantages this brings and whether it impacts on identity

Understanding

Systems of language

Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts

[Key concepts: pronunciation, accent, spelling, writing; Key processes: alphabetic recognition, discriminating sounds, recognising words]

(ACLF RU030)



Elaborations

- creating an alphabet bank, collecting words that begin with each letter, for example, H: *l'hiver, l'homme, l'hôtel*; M: *mai, mardi, le mouchoir*; P: *le pain, Papa, le poisson*
- recognising and practising the most common vowel sounds, such as *ou (vous, jour), oi (toi, voiture), on (bonbon, mon), ai (aimer, j'ai), ain (train, demain) and eau (château, beau)*
- observing differences in pronunciation of word endings shared with English such as *-tion* and *-ent*, for example, *attention, situation, commencement, accident*
- understanding that some letters blend to make single sounds (such as *-ille, -eau* or *qu-*), that some final consonants in French words are usually silent (for example, *le rat, le tapis, vert, chez*) and some are usually pronounced (for example, *chic, actif*)

Notice and apply elements of French grammar such as word order, gender and singular/plural forms, adverbs, pronouns and prepositions in simple spoken and written texts

[Key concepts: sentence, gender, number; Key processes: recognising, applying, naming]

(ACLF RU031)



- developing a metalanguage in French for talking about language, using terms similar to those used in English, such as *le verbe*, *l'adjectif*, *l'adverbe*, *la conjonction* and *le vocabulaire*
 - observing the relationship between subject pronouns and verb endings, using *je/tu/il/elle* + present tense of verbs associated with familiar actions and environments, for example, *il chante bien*, *je suis fatigué*, *tu aimes le yaourt*, *elle est en classe*
 - expressing negation in simple sentence structures and colloquial expressions, for example, *je ne sais pas*; *elle ne mange pas*; *tu ne viens pas*? *Pas du tout!*
 - understanding the difference between definite and indefinite articles, and how to refer to a specific or unspecific person, place or object, for example, *tu manges la pomme*, *j'achète un livre*, *une vache énorme*, *le climat français*
 - understanding the function of verb moods, recognising and knowing how to use statements, simple questions and imperatives, for example, *Tu peux commencer*; *je peux commencer*? *Commence!*
 - using an increasing range of adjectives (for example, *bizarre*, *magnifique*, *formidable*), including additional gender forms, for example, *blanc/blanche*, *gros/grosse*
 - using some adverbs to elaborate on simple verb statements, for example, *elle mange lentement*, *je chante doucement*, *il parle très vite*
 - using additional prepositions to indicate direction or location, for example, *à gauche*, *à droite*, *à côté de*
 - strengthening vocabulary knowledge by making connections with known words (for example, *triste*, *la tristesse*; *le marché*, *le supermarché*, *le marchand*), recognising word patterns and building word clusters, for example, number knowledge to 60+, words associated with food, family members or sports
-

Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, and compare with similar texts in English.

[Key concepts: mode, medium, language features; Key processes: noticing, comparing, describing, explaining]

(ACLF RU032)



- noticing and applying features of familiar types of texts such as greetings, requests, weather reports or recipes through activities such as 'genre-swapping'; that is, transferring features associated with one genre to a different one, for example, greetings that sound like announcements (*Attention, Madame, comment-allez vous!*) or weather reports that read like recipes (*Un litre de pluie, six nuages...*)
- recognising how different textual elements combine to make meaning (for example, the images, font and script of a web page; the layout, title and illustrations in a picture book; the highlighting of names, dates and times on an invitation), and copying and creating templates to store as learning resources
- analysing features of simple spoken and written texts in French, such as a verbal greeting or a written postcard (noting, for example, the sequencing of the message, terms of address and ways of signing off), and comparing with similar texts in English

Language variation and change

Understand that different ways of using French reflect different regions and countries, different relationships and different ways of making meaning

[Key concepts: variation, register, tenor; Key processes: observing, explaining]

(ACLF RU033)



Elaborations

- recognising that there are many different varieties of French spoken in different countries and regions, involving different accents, dialects and vocabulary, for example, *un pain au chocolat/une chocolatine* in the south of France
- reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour
- understanding how changes in voice and body language can change the meaning of words, for example, *Tu aimes les devoirs?* (simple question) versus *Tu aimes les devoirs?* (expressing surprise, disbelief); *C'est mon petit frère* (statement) versus *C'est mon petit frère!* (pride)
- finding examples of shortened noun forms in colloquial French (such as *le resto, le frigo, le foot, le prof*), comparing with the use of abbreviations in Australian English (such as 'brekkie', 'ambo' and 'arvo'), and considering when or how they are used

Understand that languages change over time and influence each other, and that French has influenced many languages, including English

[Key concepts: influence, change, exchange; Key processes: identifying, classifying, interpreting]

(ACLF RU034)



- considering differences in how groups of people communicate, such as younger or older people, girls and boys, and how new words and expressions are constantly being invented or borrowed from other languages
- collecting French words used in English (for example, *le restaurant, le café, le chauffeur, le ballet, le croissant*), and comparing how they are pronounced by French and English speakers
- discovering some of the English words used by French speakers (for example, *le coach, le blog, l'Internet, le football, le corner, le burger, le denim*), and considering if they are the same kinds of words as those borrowed from French into English
- exploring how languages mix with each other to invent new words or expressions, for example, *le franglais, le texto*
- 'finding French' at home or in the community to create a class collection or display, for example, French products, labels or words used in English language advertisements, shop signs, recipe books or menus

Know that French is an important global language used by communities in many countries around the world and that it has connections with several other languages

[Key concepts: global language, culture, identity, communication; Key processes: collecting data, mapping, grouping]

(ACLF RU035)



- knowing that French is spoken in many regions of the world (for example, *le Québec, le Sénégal, le Maroc, la Suisse, le Monaco, la Nouvelle Calédonie*), with different accents and dialects
- understanding that French has close connections to other languages which have shared histories and many similar words, for example, English, French, Italian and Spanish ('the bank', *la banque, la banca, el banco*; 'art', *l'art, l'arte, el arte*)
- identifying ways in which French language and culture influence the lives of Australians

Role of language and culture

Elaborations

Notice differences between French, Australian and other cultures' practices and how these are reflected in language
[Key concepts: culture as process and practice, beliefs, values; Key processes: identifying, describing, discussing]

(ACLF RU036)



- identifying cultural symbols such as art forms, flags, national dishes or sporting emblems associated with different francophone countries and regions (for example, *le tricolore* in France, *le Fleurdelisé* in Québec, *le Kanak* in *la Nouvelle Calédonie*), and comparing with different Australian cultural expressions and symbols, for example, flags, sporting logos, national celebrations, and Aboriginal and Torres Strait Islander arts



- understanding that language carries information about the people who use it and that common expressions often reflect cultural values, for example, French terms of affection used with children often relate to either food or animals (*mon petit chou*, *mon lapin*)
- exploring how and why some languages have more words related to particular things than other languages do, for example, Australian-English words associated with surfing ('bomb', 'barrel', 'tube', 'snaking'), or French words for different kinds of breads and cakes (*une baguette*, *une ficelle*, *une religieuse*, *un mille-feuille*)
- learning how to talk about culture and language, using terms such as 'meaning', 'difference' and 'behaviour', and thinking about values, ideas and traditions which sit inside language, for example, responding to prompts such as: What does it mean when...? What is the difference between...? Why do you think that people...?

Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with teachers and each other through classroom routines, action-related talk and play. They exchange greetings and wishes, respond to familiar instructions and to questions such as *Qu'est-ce que c'est?* and *Qu'est-ce que tu fais?* They share simple ideas and information, express positive and negative feelings (for example, *Je suis très contente*; *Je n'aime pas la pluie*) and ask for help, clarification and permission. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and present + infinitive form about self, family and interests (for example, *Je suis australien et italien*; *J'habite à Brisbane*; *Je vais partir demain*). They approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as *et* and *mais*, and prepositions such as *sous*, *sur* and *devant*. They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (for example, *une petite maison*, *les grands chiens*).

Students know that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (for example, it has the same alphabet and basic sentence structure and many shared words) and different in other ways (such as in the use of tenses, gestures, some new sounds such as *r* and *u* and gender forms). They know that languages change over time and influence each other. They identify French words used in English (such as *menu*, *mousse*) and English words used in French (such as *le weekend*, *stop!*). They demonstrate understanding of the fact that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). They explain how French has its own rules for pronunciation, non-verbal communication and grammar. They use terms such as verb, adjective and gender for talking about language and learning. Students identify ways in which languages are connected with cultures, and how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language.

Years 5 and 6

The nature of the learners

At this level, students are widening their social networks, experiences and communication repertoires in both their first language and French. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining greater awareness of the world around them. Learners are noticing additional similarities and differences between French language and culture and their own.

French language learning and use

Learners' communicative capabilities are stronger, and their pronunciation, intonation and phrasing are more confident and accurate. They control and access wider vocabulary resources and use a range of non-verbal strategies to support communication. Shared tasks develop social, cognitive and language skills and provide a context for purposeful language use. Focused attention to grammar, literacy skills development and exploration of cultural elements of communication are conducted at least in part in French. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people in French-speaking communities, accessing music and media resources, and maintaining blogs and web pages. Oracy development at this level includes active listening to a range of input from different sources. Learners develop conversational and interactional skills such as initiating and sustaining conversation, using turn-taking protocols, and 'reading' language for cultural and contextual meaning. Individual and group oral presentation and performance skills are developed through researching and organising information, rehearsing and resourcing presentations, and selecting language appropriate for particular audiences. French is used increasingly for classroom interactions, routines and exchanges, for demonstrating understanding and for communicating simple information.

Contexts of interaction

Learners use French with each other and the teacher for an increasing range of purposes. They have some access to French speakers and cultural resources in wider contexts and communities through the use of ICT. Language development and use are typically incorporated into collaborative and interactive tasks, games and activities, and learners are supported to use French spontaneously when interacting with each other.

Texts and resources

Learners engage with a growing range of oral and written texts. They use cues and decoding strategies to assist comprehension and to make connections between contexts, ideas and language within and between texts. They create their own texts for a range of purposes and audiences, such as emails, dialogues, notes and letters, presentations and performances. With support they build cohesion into their spoken and written texts in terms of both content and expression. They write more accurately and fluently, extending their writing from simple phrases to more elaborated sentences and different types of text. They use modelled language and co-produce shared texts such as class stories, journals or captions for storyboards. They have some access to texts created for young French speakers, such as stories, cartoons, magazines, websites, music clips and television programs.

Features of French language use

Learners increase their range of French vocabulary, pronunciation, grammar and textual knowledge. They are aware of the role of liaisons and accents and are familiar with frequent vowel–consonant combinations (*-ille, -ette, -tion*). They use present tense forms of regular *-er, -ir* and *-re* verbs, a small number of irregular verbs (*être, avoir, aller, faire*), and some reflexive verbs (*se lever, s'habiller*). They use plural forms of nouns and adjectives and some possessive adjectives. They move between statement and question forms and use simple negative constructions. They develop a metalanguage to describe patterns, rules and variations in language structures. Learners are building awareness of the relationship between language and culture, and exploring ideas relating to identity and communication. They question stereotypes, explore how attitudes are shaped by cultural perspectives, and consider their own cultural and communicative behaviours.


Level of support

While learners work more independently at this level, ongoing support, including modelling and scaffolding, is incorporated into task activity and focused language learning. Support includes provision of models, stimulus materials, and resources such as word charts, vocabulary lists, dictionaries and electronic reference resources.

The role of English

While the use of French in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners' knowledge base and intercultural capability. The language of response around learning tasks depends on the nature of task demands. French is used for communicating in structured and supported tasks, and English for open-ended tasks that involve discussion and reflection and develop understanding of language and culture.

Years 5 and 6 Content Descriptions

Communicating	
Socialising	Elaborations
<p>Interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy</p> <p>[Key concepts: communication, exchange, interests; Key processes: expressing, comparing, socialising]</p> <p>(ACLFRC037)</p> 	<ul style="list-style-type: none"> interacting via different modes of communication to exchange personal information and opinions, express views, agree or disagree, for example, <i>Excuse-moi, Sophie, mais...à mon avis, je pense que...bien sûr..., d'accord..., au contraire...</i> using communication strategies such as active listening skills, turn-taking cues, and requests for clarification or more detail to support the exchange of ideas and information, for example, <i>Ah oui? c'est vrai? c'est intéressant...dis-moi...</i> comparing routines, interests and favourite activities, using language associated with time, sequence and location, for example, <i>J'arrive à l'école à 8h 30; le samedi je fais du cheval; le soir, je fais les devoirs et je joue aux jeux vidéos</i> identifying and describing key friends or family members, using simple descriptive and expressive language, for example, <i>C'est mon frère — il est sympa! C'est ma tante Lilianne — je l'adore! C'est mon grand-père — il est très vieux</i> apologising and expressing concern or sympathy to friends and family members, for example, <i>Pardon, excuse-moi; je suis désolé; fais bien attention! mon pauvre ami...</i>

Participate in guided tasks such as organising displays, developing projects or budgeting for events
[Key concepts: task, collaboration, budget; Key processes: planning, organising, budgeting]

(ACLFRC038)



- designing and completing collaborative projects such as building a model of the *place du marché* in a French village or designing an environmentally friendly *cour de récréation*, and composing spoken, written or digital instructions and specifications, using, for example, *devant, à côté de, 500 mètres, trois étages*



- planning and organising activities such as outings or performances, using expressions related to place, time and numbers, for example, *quelle date? où? quand? à quelle heure? combien de...?*
- budgeting for virtual shopping expeditions, consulting online catalogues and websites, comparing prices and values, and discussing intended purchases, for example, *je vais acheter..., j'espère trouver...qu'est-ce que tu cherches?*
- creating displays, presentations or performances for family, friends or school community to showcase their progress in learning and using French
- allocating roles and organising class or school activities such as an appeal or fundraiser, creating timelines, schedules or programs

Use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning

[Key concepts: mindful learning, process, outcome; Key processes: discussing, planning, monitoring, reflecting]

(ACLFRC039)



- indicating understanding or asking for help, using comments such as *Oui, je comprends; non, je ne comprends pas; c'est trop compliqué! c'est quoi ça?*
- consulting each other when completing individual or group activities, for example, *c'est juste? montre-moi; comme ça? comment ça s'écrit?*
- negotiating tasks and shared activities, for example, *Tu préfères lire ou écrire? moi, je préfère travailler sur l'ordinateur*
- checking on progress during learning tasks or activities, using comments and questions such as *C'est fini? Pas encore, bientôt...; tu comprends, toi?*
- sharing ideas about the experience of learning and using French, comparing what they can and cannot do, for example, *Je sais compter jusqu'à cent; je sais chanter 5 chansons; Tu aimes parler en français? c'est difficile! Je n'aime pas parler au téléphone. J'adore jouer au foot en français!*

Informing

Elaborations

Gather and compare information from a range of sources relating to social and cultural worlds
[Key concepts; environment, communication, social behaviours; Key processes: researching, reading, listening, collating, evaluating]

(ACLFRC040)



- extracting points of information from sources such as websites, books and magazines on social and environmental issues such as *le recyclage* or *la conservation de l'eau*, and recording key phrases and vocabulary for use in group projects



- conducting surveys with peers and family members to report on social behaviours such as preferred modes of communication, for example, *le téléphone*, *le courriel*, *les conversations face à face*, *les textos*
- drawing from a range of informative texts such as videos, books and websites to collect and compare information on topics such as family life, housing or schooling in different cultural contexts, for example, *la campagne*, *les villes*, *les appartements*
- viewing subtitled video clips on different francophone communities, commenting on key facts and features, and recording new vocabulary and expressions for use in shared texts
- working with simple informative texts such as advertisements, video clips or features in teen magazines to share impressions of the lifestyles of young French speakers in different contexts

Convey information and ideas in different formats to suit specific audiences and contexts
[Key concepts: content, audience, purpose; Key processes: organising, comparing, selecting]

(ACLFRC041)



- creating a website for a contact group of French students, posting information on own interests and experiences (for example, *les vacances*, *les amis*, *les sports*, *les médias*), and using resources such as sound, visuals or graphics to highlight elements which may be unfamiliar to French students
- constructing a visual, digital or narrative profile of the local community for people arriving from overseas, collecting information from public and community texts such as fliers, newsletters, advertisements and brochures
- creating a video to present information or ideas to a particular audience, such as a virtual tour of the school or classroom for exchange student groups
- creating an interactive display or performance to inform younger children of the benefits of learning French

Creating

Elaborations

Share responses to characters, events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings

[Key concepts: character, plot, imagination, feelings; Key processes: interpreting, expressing, comparing]

(ACLFRC042)



- creating storyboards to represent key events in different types of imaginative texts, including captions or word bubbles to capture moods or feelings, for example, *la peur, le bonheur, l'étonnement*
- comparing favourite characters in plays, stories or cartoons, and listing words or expressions associated with their role or personality (for example, *timide, gros, géant, minuscule, rigolo, belle*) and explaining how they can relate to them
- introducing a character from a story, cartoon or television series that reminds them of themselves, a close friend or a family member, using performative, narrative or graphic modes of presentation
- responding to questions about characters, events or effects in different types of imaginative texts such as puppet shows, stories and films, using modelled language to express reactions, for example, *c'est triste, j'ai peur, elle est folle!*

Present, reinterpret or create alternative versions of songs or stories, adapting events or characters to different modes or contexts

[Key concepts: adaptation, genre, plot, character; Key processes: imagining, creating, interpreting]

(ACLFRC043)



- introducing new elements to a familiar story, for example, a new neighbour in Astérix's village in Gaul, an additional ailment for Nicolas in *Le Petit Nicolas: Je suis malade*, or an alternative ending to a traditional tale such as *Cendrillon*
- teaching younger children French versions of familiar nursery rhymes and songs with repetitive phrases and actions, for example, *comptines* such as *A vous dirais-je Maman, La chanson de l'alphabet*
- illustrating and captioning alternative versions of traditional stories or songs such as *La Fée Quenotte* or *Les Trois Petits Cochons*, for example, transposing them to contemporary or Australian contexts
- adapting French children's stories, songs or cartoons to suit particular audiences, for example, scripting, rehearsing and performing a puppet show version of *Pirouette Cacahuète* or children's songs such as *Ah les crocrocro..., Coucou, Petit Loulou*

Translating

Elaborations

Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation

[Key concepts: meaning, translation, word borrowing; Key processes: comparing, interpreting, translating]

(ACLFRC044)



- finding and using phrases that have direct translations between French and English, for example, *Bonsoir!* 'good evening', *un beau jour!* 'one fine day', *Messieurs-Dames!* 'Ladies and Gentlemen'
- creating French versions of Australian school signs and notices, considering why some words or expressions require freer translation than others, for example, the swimming pool, the sports oval, the tuck shop, the library, the office
- interpreting expressions in familiar texts such as greeting cards or story titles that do not translate easily into English (for example, *bonne fête! Quelle porcherie!*), and considering how these expressions reflect aspects of French language or culture
- translating and explaining the meaning of words or expressions associated with celebrations in French-speaking regions of the world, for example, *le poisson d'avril*, *la bûche de Noël*, *le Ramadan*, *Aïd el-Fitre*, *la Toussaint*, *la Fête de la Musique*

Create own bilingual texts and learning resources such as displays, websites, newsletters or word banks

[Key concepts: bilingualism, word borrowing, meaning; Key processes: identifying, classifying, selecting, explaining]

(ACLFRC045)



- creating parallel lists of informal French and English expressions for everyday interactions with friends and family, for example, *à tout à l'heure!* 'See you later'; *génial!* 'cool'; *salut, ça va!* 'Good day!'; *Amuse-toi bien!* 'have fun'; *bisous!* 'love'
- composing bilingual texts such as posters for class or school assembly performances, events or displays, for example, *Les pays francophones*, *les fêtes françaises*, *le 14 juillet*
- using bilingual dictionaries and electronic translation tools to compose bilingual texts such as captions, menus or school timetables, comparing results and noticing problems associated with translation
- constructing and co-maintaining a bilingual website with a sister-school or contact group of young English learners in a French-speaking community
- creating bilingual texts for younger readers based on models such as *Oops et Ohlala*, involving one English-speaking and one French-speaking character and incorporating instances of possible intercultural miscommunication

Reflecting

Elaborations

Compare ways of communicating in Australian and French-speaking contexts, and identify ways that culture influences language use

[Key concepts: difference, language, culture; Key processes: noticing, reflecting, describing]

(ACLFRC046)



- observing interactions between French speakers and comparing them with interactions in similar Australian contexts, for example, students in a school *cantine* selecting *une entrée, un plat principal et un dessert*; and people interacting in the street, in shops or at *réunions de famille*, using either *tu* or *vous* forms of address
- exploring how children from French-speaking communities around the world use different words and expressions (for example, *tchop* for *manger*, *chamboul* for *la chambre*, *n'damba* for *le football* in Cameroun; *le chum* (*tchomme*) for *le copain*, and *l'avant-midi* for *le matin* in Québec), and considering why such variations exist
- reflecting on instances when interactions in French have felt awkward or difficult (for example, using polite or gendered forms of language), and explaining why this might be the case for speakers of Australian English
- planning a virtual or actual visit to a French school, and deciding on strategies for effective communication, for example, planning how to 'read' cultural information and to adjust own behaviour if required

Reflect on aspects of own identity and language use, for example, by creating personal or group profiles or portfolios

[Key concepts: identity, community, bilingualism; Key processes: identifying, presenting, explaining]

(ACLFRC047)



- creating a self-profile, using captioned photos, slide presentations, posters or concept maps to highlight key characteristics, relationships and ways of using language
- preparing a class profile to exchange with French-speaking students, showing language backgrounds, interests and personalities represented in the class, and using captions and symbols such as flags, emoticons, and words from different languages
- exploring the idea of stereotypes associated with languages and identities, discussing how groups of people tend to think about themselves and others, and how stereotypes affect attitudes and communication and can be inaccurate
- comparing own ways of using language with those of peers, considering how family and community shape identity and communication, for example, using more than one language, celebrating or expressing feelings in various ways
- considering whether learning and using French impacts on identity either in or out of the classroom

Understanding

Systems of language

Elaborations

Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts

[Key concepts: listening discrimination, accuracy, fluency; Key processes: listening, reading, recognising]

(ACLFRF048)



- recognising and using liaisons when appropriate, for example, *les élèves, les petits enfants, joyeux anniversaire*
 - understanding that the letter *h* is never pronounced and is referred to as a silent letter, for example, *l'hôtel, l'herbe, heureux, habiter, le héros, la hache*
 - understanding that the *aigu -é* at the end of a word is pronounced, unlike *-e* without an accent (for example, *le passé, je passe; le soufflé, je souffle*), and that other accents also change the sound of a letter, for example, the *cédille (ç)* softens the *c* sound (*le garçon, la façon, le français*)
 - recognising how pitch, stress and rhythm help to convey meaning even if individual words are unfamiliar, for example, *J'ai eu très, très peur! D-o-u-c-e-m-e-n-t...*
 - applying phonic and grammatical knowledge to spelling and writing unfamiliar words, for example, letter combinations such as *-eau, -eur* or *-ette*, and words involving two or more distinct vowel sounds, such as *la voiture, important, le pompier, l'aspirateur, la ceinture*
-

Develop knowledge of grammatical elements such as tenses, and combine them with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations

[Key concepts: grammatical rules, patterns, exceptions; Key processes: classifying, discriminating, vocabulary building]

(ACLF049)



- building a metalanguage to talk about grammar, using terms such as 'tenses' and 'personal pronouns', and identifying language elements and talking about how they are used
- using all forms of the present tense of regular *-er*, *-ir* and *-re* verbs and of high-frequency irregular verbs such as *avoir*, *être*, *aller* and *faire*
- becoming familiar with *l'imparfait* when encountered in familiar expressions and scaffolded language contexts, for example, *Il était une fois...C'était...*
- using the indicative plus the infinitive (for example, *J'aime jouer au tennis*, *il sait conduire*) and *le futur proche*, for example, *je vais partir*
- becoming familiar with and using with support *le passé composé*, for example, *j'ai mangé trois biscuits*, *elle a dormi sous les étoiles*
- playing games such as 'matching pairs' to reinforce grammatical rules, for example, pairing nouns and subject pronouns (*Jean travaille: il travaille; Marianne aime le fromage: elle aime le fromage*) or a subject with a conjugated verb (*nous parlons*, *tu manges*)
- using a range of nouns, including more unusual plural forms (for example, *les bureaux*, *les choux-fleurs*, *mes grands-parents*), more complex adjectives (for example, *beau*, *belle*, *beaux*, *belles*) and possessive forms (*mon*, *ma*, *mes*, *ton*, *ta*, *tes...*)
- formulating questions using *est-ce que...*, the inverted form of the verb, or changed intonation, for example, *est-ce que tu as un chien? as-tu un chien? tu as un chien...?*
- understanding and using negative constructions (for example, *tu ne viens pas ce soir?*), including the use of *de* after a negative verb form, for example, *je n'ai pas de photos*
- using exclamations to indicate agreement, disagreement, intention or understanding, for example, *D'accord! Mais non! bien sûr; voilà!*
- using a range of adverbs to elaborate or accentuate meaning, for example, *il parle si doucement; moi j'écoute attentivement*

Understand how different French texts use language in ways that create different effects and suit different audiences
[Key concepts: genre, structure, audience, sequencing; Key processes: comparing, noticing, explaining]

(ACLFRF050)



- describing key features of different types of text, for example, a shopping list serves as a reminder to self and consists of items and quantities (*6 oranges, 500 g de beurre*), whereas a shopping transaction involves interaction and negotiation and more extended language (*une baguette, s'il vous plaît, Madame; et avec ça, jeune homme?*)
- recognising and describing key features of familiar texts such as advertisements, reports or letters from sources such as *Astrapi*, *Le Petit Quotidien* and *Images Doc*, and comparing with similar texts from Australian sources
- identifying the purpose, context and intended audience of a range of familiar texts, for example, phone messages, sports reports, take-away food orders
- recognising differences between spoken and written texts, noting that some types of text such as emails or text messages combine elements of each

Language variation and change

Elaborations

Understand that language is used differently in different contexts and situations
[Key concepts: language, identity, culture, context; Key processes: observing, comparing, analysing, explaining]

(ACLFRF051)



- explaining why speakers use French differently in different situations (for example, in the classroom and in the playground), among different groups (for example, girls/boys, young people/older people) and in different relationships, for example, close friends or strangers
- understanding the importance of using appropriate forms of address when interacting with different people, for example, using *tu* when speaking with close friends, family members or other young people, and using *vous* for other adults
- reflecting on the use of colloquial or abbreviated language by young people in informal, written and technologically mediated contexts (for example, *G* for *j'ai* and *pa* for *pas* in text messages), as well as the use of borrowed words from other languages (for example, *ciao*, *cool*, *super*), hybrid terms (for example, *allez-bye!*) or verb contractions in informal spoken language, for example, *chais pas* for *je ne sais pas*
- considering own and others' ways of communicating with different people in different contexts

Understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge
[Key concepts: language contact, word borrowing, digital media; Key processes: observing, identifying, classifying]

(ACLFRF052)



- investigating influences on the French language of major community languages in France such as Arabic (for example, *le toubib*, *le bled*, *kif-kif*), Italian (for example, *le fiasco*, *bravo*, *espresso*) or Chinese, (for example, *le ginseng*, *le tai-chi*, *le litchi*)
- understanding that French, like all languages, is constantly expanding to include new words and expressions in response to changing technologies, digital media and intercultural experiences, for example, *skyper*, *googliser*, *le courriel*, *photophoner*

Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world

[Key concepts: diversity, creoles, dialects, accents; Key processes: mapping, comparing, distinguishing]

(ACLFRF053)



- distinguishing differences in accents, dialects and vocabulary in different regions of mainland France and within French-speaking communities around the world (for example, *la Bretagne*, *Le Midi*, *Le Québec*, *La Réunion*), identifying degrees of variation and ease of comprehension
- comparing forms of cultural expression in different French-speaking communities, such as forms of celebration, systems of schooling and concerns associated with young people in society, and comparing these with similar diversity in multicultural Australia
- recognising and considering the effects of language mixing and blending, for example, the usefulness and/or perceived risks associated with *le franglais*

Role of language and culture


Reflect on how ways of using language are shaped by communities' ways of thinking and behaving and may be differently interpreted by others

[Key concepts: cultures, norms, perspectives; Key processes: reflecting, observing, comparing]

(ACLFRF054)



Elaborations

- reflecting on how different languages and cultures represented in the classroom influence ways of talking about and relating to social and physical environments, for example, Aboriginal and Torres Strait Islander traditions in relation to place, language and culture

- identifying elements of Australian-English vocabulary, expressions and behaviours, discussing how they might be explained to people from different language backgrounds, for example, 'the bush', 'fair go', 'she'll be right'
- comparing responses and reactions to the experience of learning the French language and culture, examining whether initial attitudes or understandings have changed

Years 5 and 6 Achievement Standard

By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (For example, *Est-ce que je peux ... ? Tu peux..... ?*), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as *tu* forms with friends and family members, and *vous* for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as *et, mais, parce que, plus tard, maintenant*), positive and negative statements (such as *j'ai trois amis, je n'ai plus d'amis*), and adverbs such as *très, aussi, beaucoup, un peu* and *lentement*. They recognise and use with support verb forms such as *le futur proche* (*je vais + l'infinitif*) and *le passé composé* (*j'ai + regular forms of past participle*) as set phrases. They identify *l'imparfait* when reading (for example, *c'était, il était*). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as *avant, après, devant, derrière*).

Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, *préparer, préparation; le marché, le supermarché, l'hypermarché*). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as *la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They explain to others French terms and expressions that reflect cultural practices (for example, *bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.

Years 7 and 8

The nature of the learners

These years represent a transition to secondary school. Students in this pathway are continuing to study French, 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 immediate world and that of France and other French-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.

French language learning and use

French is used for classroom interactions and transactions, for explaining and practising language forms and for developing cultural understanding. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of ICT. Learners work both collaboratively and independently, exploring different modes and genres of communication, with particular reference to their own current interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They make cross-curricular connections and explore intercultural perspectives and experience.

Contexts of interaction

The primary context for learning remains the French language class; however, there may be increasing opportunities for interaction with peers in France and other French-speaking communities through technology, partner-school arrangements or community connections. Learners have access to additional French resources through websites, social media and radio streaming.

Features of French language use

Learners expand their range of vocabulary beyond their immediate world. They make clearer distinctions between sounds and intonation patterns. They develop more detailed grammatical knowledge, using additional tenses (*le passé composé*, *le futur proche*), some reflexive verb forms and additional irregular verbs. They become more familiar with features of different types of text (for example, informative, transactional, expressive), using this understanding to guide their own text production. They create and present more varied texts (such as poems, web pages and brochures), plan events and join in competitions and debates. They use French with increasing accuracy and fluency, drafting and editing texts to improve structure and effect. They make connections more confidently between texts and cultural contexts.

Texts and resources

Learners work with a range of texts specifically designed for learning French in schools, such as textbooks, videos, readers and online resources. They also access materials created for French-speaking communities, such as films (with subtitles), websites, advertisements and magazines. Authentic French-community resources provide access to additional cultural expression and experience.

Level of support

This is a period of review and consolidation and of engaging with new and challenging learning experiences. Continued scaffolding, modelling and material support are required to manage this transitional phase. Learners require modelled language use, particularly at the paragraph and whole text level for written language and for developing fluency and accuracy in spoken French. Focused attention on grammatical and textual features supports learners' development as text producers. Learners are encouraged to become more autonomous, to self-monitor and to reflect on their learning.

The role of English

French is increasingly used at this level for classroom interactions and routines, for task participation and structured discussions. English continues to be used for more complex elements of instruction, and more substantive discussion, analysis and reflection in relation to abstract concepts. Learners continue to develop a metalanguage for thinking and talking about language, culture, identity and the experience of learning and using French.

Years 7 and 8 Content Descriptions

Communicating

Socialising


Participate in a range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating

[Key concepts: friendship, respect, communication; Key processes: responding, expressing, connecting]

(ACLFRC055)



Elaborations

- using the appropriate register when exchanging greetings, introductions, apologies or health enquiries, for example, *Salut mon pote! Ça roule? Bonjour, Mademoiselle Charpent, comment allez-vous? Enchanté! Je m'excuse, Monsieur, vous vous appelez comment? Ciao, Pierre, à tout de suite!*
 - using descriptive and expressive language to talk about aspects of school, home and social life, for example, *Ma sœur m'ennuie parce que...; c'est bien/dûr d'être ado car...; ce que je déteste/j'adore, c'est la musique/l'informatique /les maths; s'il faut redoubler...!*
 - communicating in face-to-face or online discussion and debate with peers and French-speaking contacts about social and environmental issues, such as *l'influence de la musique, l'environnement digital or le recyclage*, referencing community attitudes and changing practices
- 
- composing formal and informal versions of invitations and/or replies to invitations, taking account of the context and the relationship with the recipient of the text

Engage in tasks and activities that involve negotiation and problem-solving

[Key concepts: value, design, audience, purpose; Key processes: negotiating, considering, reflecting, evaluating]

(ACLFRC056)



- planning and participating in learning experiences that combine linguistic and cultural elements (for example, an excursion to a French restaurant, exhibition, festival or performance), rehearsing language forms, structures, vocabulary and behaviours (*l'entrée, le plat principal, le fromage, le dessert; comme boisson...l'addition, s'il vous plaît*)
- organising action-oriented projects with a school or community focus, using print, visual and digital resources to raise awareness, communicate concern or present a position, for example, *une campagne d'information et de sensibilisation* around issues such as *l'influence des réseaux sociaux* or *la sécurité des cyclistes*
- making arrangements to cater for an event (for example, *des baguettes, des fromages, de l'eau minérale, des saucisses, du pâté*), calculating quantities and prices, for example, *trois douzaines de..., 40 litres de...*
- asking, giving and following directions to real or virtual locations (for example, *continuez jusqu'à... prenez le métro jusqu'au Musée du Louvre...prenez la troisième rue à gauche... en face de...*), using electronic information devices, apps, street maps or directories
- planning and running a class *vide-grenier* or *marché aux puces*, preparing labels and fliers, rehearsing language for negotiating, buying, swapping and bargaining (for example, *Vente flash! un très bon prix, un prix cassé, bon marché, cher*)

Interact in classroom activities and discussions through asking and responding to open-ended questions, offering opinions and explaining positions

[Key concepts: exploratory talk, discussion, exchange; Key processes: eliciting, prompting, responding, explaining]

(ACLFRC057)



- initiating and extending conversations and discussion, for example, by using connectives such as *puis, et après, ensuite* and *alors que...*
- inviting people into conversations (for example, *et toi, qu'est-ce que tu dis?*), and using expressions such as *n'est-ce pas?* and non-verbal strategies such as wait time or facial expressions to signify interest or attention
- using simple and compound sentences to structure arguments and to explain or justify a position, for example, *D'abord... et puis... en plus... finalement; ce qui est intéressant c'est que...; ce que je trouve...*

Informing

Elaborations

Access, summarise and analyse information from different sources relating to contemporary community and lifestyle issues

[Key concepts: values, generation, culture; Key processes: researching, comparing, evaluating, reflecting]

(ACLFRC058)



- accessing, collating and analysing information on youth-related issues (for example, *la musique, la télévision, les sports*) from sources such as the internet, magazines and personal communications, and classifying findings into themes, for example, *la jeunesse urbaine, l'environnement, le fast food*
- collecting information on topics related to lifestyle choices, explaining changes in focus and perspective over different periods, for example, *Gitane - vous apportez, sans réserves, le plaisir de fumer, 1957: sans tabac, prenons la vie à pleins poumons, 2014*
- listening to or viewing informative texts such as television news reports or feature articles, and noting key words, specialised terms or points of information to be reused in own *newsflash* or *roman photo*, for example, *en direct, les dernières nouvelles, l'information continue, la météo*
- researching young people's lifestyles across French-speaking cultures and contexts, comparing information from different cultural contexts to identify the influence of factors such as geography, climate, and social and community environment, for example, *les colonies de vacances, les boulots, les sports aquatiques, les jeux vidéos*

Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences

[Key concepts: perspective, engagement, action, debate; Key processes: managing information, shaping text, engaging]

(ACLFRC059)



- organising and presenting information to raise awareness or invite action in relation to social or community issues, using multimodal forms of presentation such as sound and visual images or websites with hyperlinks
- classifying information obtained from different print and electronic resources in a shared database of categories, themes and genres, showing relationships between ideas, topics and key language
- presenting findings related to the investigation of a social or cultural issue (for example, *la mode et les codes vestimentaires: l'influence des marques*), summarising opinions and attitudes collected from surveys, interviews or media sources
- conveying information and ideas by matching language features and text types to topics and themes, for example, using emotive images and captions to highlight issues such as *la faim* or *l'égalité des sexes*, or rap rhythms and punchlines to engage with controversial ideas or provoke reactions
- combining modes of presentation such as displays, videos or music to explore social and cultural themes, for example, *l'Australie et les régions asiatiques*, or *le multiculturalisme*



Creating

Elaborations

Respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences

[Key concepts: audience, engagement, themes; Key processes: responding, analysing, contextualising, explaining]

(ACLFRC060)



- comparing cartoons or video clips from different eras, identifying themes and representations, for example, traditional *fables* and *contes* with moral messages and contemporary texts such as cartoons that include diverse perspectives on social issues
- transcribing short samples of action-related dialogue from texts designed to create suspense or excitement (for example, *Tintin et l'étoile mystérieuse: allons-y! Ah non, c'est impossible! Personne? Ah magnifique!*), and building them into their own performance dialogues or captions for comics or storybooks
- responding to different expressions of humour in French (for example, *le mime*, *les blagues*, *les jeux de mots*, *les devinettes*), and comparing these with Australian expressions of humour

Create simple songs, plays or stories to entertain others, involving imagined contexts and characters

[Key concepts: mood, drama, effect, audience; Key processes: character and context building, creating]

(ACLFRC061)



- creating and performing texts such as *les raps*, *les poèmes* or *les sketches*, experimenting with the musicality, rhythms and non-verbal expressiveness of French
- performing unscripted explorations of characters, contexts and concepts (for example, *l'amitié*, *la peur*, *la liberté*), using gestures, voice and props to build mood, drama and effect and to explore expression and emotion
- creating simple texts such as picture books, bedtime stories or cartoons for younger children, selecting appropriate language, rhythms and images to enrich the visual or listening experience

Translating

Elaborations

Translate and interpret texts, compare own translation to classmates', and consider why there might be differences in interpretation and how language reflects elements of culture
[Key concepts: culture, equivalence, idiom; Key processes: translating, interpreting, mediating]

(ACLFRC062)



- interpreting phrases and expressions that do not translate literally (for example, *à tout à l'heure, pas de quoi, courage*), identifying similar English expressions and considering possible consequences of the lack of equivalence in terms of intercultural communication
- translating written expressions associated with politeness and social protocols in French (for example, responding to requests or thanks, or signing postcards or birthday cards: *je vous en prie, Madame; amitiés; je t'embrasse très fort...*) and comparing with typical expressions in similar messages in English
- using and evaluating translation resources such as electronic translators and print and digital dictionaries, including monolingual French dictionaries, using prompt questions such as: Does this represent the exact meaning? What other ways could this be interpreted?
- collecting examples of *faux amis* (for example, *assister à, demander, un médecin, extra, sympathique*) and of inaccurate translations of public signs or notices
- becoming increasingly aware of the fact that some words and expressions cannot be translated and are used in their original form in other languages (for example, 'nuance', 'chic', 'silhouette'), and considering the impact of word borrowing on the style and effect of communication

Create bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions that carry specific cultural meaning in either language
[Key concepts: language, culture, meaning; Key processes: selecting, identifying, explaining, comparing]

(ACLFRC063)



- creating glossaries for French-speaking friends to accompany Australian images or texts, explaining, for example, outback lifestyle, inner-city markets, abbreviations such as 'barbie' and 'brekkie'
- composing menus or programs for French-themed events, including footnotes in English to explain key terms or items, for example, *le plat du jour, service compris, l'entr'acte, la mise en scène*
- creating tourist brochures or itineraries for young Australian travellers to French-speaking regions or countries, supplying key words, phrases and cultural protocols, for example, *Encore une fois, s'il vous plaît; je vais prendre ceci, ça coûte combien? où sont les toilettes? Je vous remercie, Madame — Je vous en prie, Madame*

Reflecting

Elaborations

Reflect on cultural differences between French and English communicative styles and on how these affect intercultural interactions

[Key concepts: values, perspective, respect; Key processes: reflecting, analysing, comparing]

(ACLFRC064)



- noticing cultural cues that suggest differences in traditions, ideas or values when interacting with French speakers or resources, for example, ways of expressing feelings, or politeness protocols associated with social events
- discussing elements of successful intercultural communication when using French or other languages, for example, awareness of differences, flexibility, and respect for other perspectives and traditions
- interacting with young French-speakers who are learning English, comparing views on cultural aspects of communication and discussing individual challenges and gains
- identifying gestures, intonation patterns and facial expressions that are different in French, and explaining how some could be adopted in other-language contexts or situations
- reflecting on own ways of communicating and behaving and how these may be interpreted by French speakers

Consider how own biography including family origins, traditions, interests and experience, impacts on identity and communication

[Key concepts: culture, community, communication, identity; Key processes: reflecting, analysing, explaining]

(ACLFRC065)



- mapping their own linguistic and cultural profiles, for example by creating a chart/timeline/web profile to highlight formative elements such as family languages, key relationships and intercultural experiences
- sharing and comparing cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, new insights and perspectives, and opportunities for new experiences
- identifying events, relationships and experiences that have contributed to building a personal and/or collective sense of identity, and explaining key influences, for example, *le voyage, les concours, les amis, la famille, l'équipe*

Understanding

Systems of language

Elaborations

Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression, and notice how they combine to make or to change meaning

[Key concepts: word parts, idioms, expression; Key processes: listening, reading, identifying, describing]

(ACLF RU066)



- recognising the function and form of commonly used morphemes, suffixes and prefixes (for example, *la camionette, désordre, désagréable, irrégulier, inacceptable, la danseuse*), and collecting groups of words that share a common stem (for example, *la bouche, la bouchée; le jardin, jardiner, le jardinage*)
- recognising the impact of non-verbal elements of French expression such as hand gestures to replace words (for example, *c'est nul, ça suffit!, quoi encore?*), or sounds and facial expressions to reinforce spoken language (for example, *oh là là! Aïe! T'as fait quoi?*)
- revising the pronunciation of the alphabet, practising spelling out words and using the correct terms for letters and symbols, for example, *g, h, j, w, accent aigu, accent cédille*
- distinguishing vowel sounds, for example by recognising distinctions between nasal vowel sounds (*cing, sympa/manger, entre/dont, des bonbons*)

Understand and control additional elements of French grammar such as compound tenses, irregular and reflexive verb forms, verb moods and modalities

[Key concepts: tenses, parts of speech, moods, modalities, metalanguage; Key processes: analysing, categorising, distinguishing]

(ACLF RU067)



- increasing control of the conjugation of regular verbs in *le présent* and *le passé composé* and of high-frequency irregular verbs such as *avoir, être, faire, devoir, vouloir, savoir*
- recognising and using idiomatic expressions such as those using *avoir*, for example, *avoir soif, avoir sommeil, avoir peur*
- understanding the form and function of reflexive verbs, for example, *il se lève très tard, nous nous promenons chaque soir, je veux m'asseoir à côté de toi*
- extending knowledge of negative constructions such as *ne...plus, ne...rien, ne...jamais, ne...que..*
- using *le passé composé* and *le futur proche*
- understanding how to use modal verb forms to express possibility, obligation and ability (for example, *je peux m'imaginer..., il doit partir demain*), and impersonal expressions such as *il faut...* and *on...*
- learning to use direct object pronouns in conjunction with the present tense, for example, *je t'écoute, elle les mange tous les jours!*
- continuing to build a metalanguage to describe grammatical concepts and to organise learning resources, for example, verb charts, vocabulary lists and groups of pronouns, adverbs and adjectives

Analyse the structure and organisation of a range of texts created for purposes such as information exchange or social interaction

[Key concepts: tenor, lexical and rhetorical resources; Key processes: experimenting, reflecting, comparing]

(ACLF RU068)



- identifying elements of different types of text (for example, *le courriel*, *la météo*, *les slogans*), and explaining the relationship between the language and structure used and the purpose of the text
- creating sample texts for a genres resource base, identifying key features and functions, for example, *la publicité: les messages directs: n'attendez plus! profitez de...*, *ou indirects: vous rêvez de... vos enfants méritent...*
- analysing and using informal styles of communication associated with social media texts and texting, such as emoticons and abbreviated language, for example, *le sigle MDR (mort de rire)*

Language variation and change

Elaborations

Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation

[Key concepts: body language, personal space, expression; Key processes: observing, comparing, analysing]

(ACLF RU069)



- comparing and explaining the use of communicative styles in different contexts, for example, *une partie de foot au Stade de France (Allez, allez les Bleus!)* compared to a written *bulletin scolaire (Mathilde s'exprime avec facilité, persévère au travail)*
- analysing the role of formulaic language and symbolic gestures in different contexts and communities, noticing cultural variations, for example, national mottos such as *Liberté, égalité, fraternité (la France)*; *Unité, Travail, Progrès (le Chad)*; 'Advance Australia' (*l'Australie*)
- comparing elements of communication such as body language, use of personal space and silence in different cultural contexts and exchanges

Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted

[Key concepts: change, influence, communication, identity; Key processes: observing, reflecting, explaining]

(ACLF RU070)



- reflecting on changes in their own ways of communicating, identifying new terms and behaviours which have become part of everyday language through changes in technology and social media, for example, language associated with *l'Internet*, *le portable*, *les jeux électroniques*, electronic messaging replacing handwritten letters or cards
- examining own and others' ways of interacting to detect influences from other people, cultures or media products, for example, friends, relatives, teachers, media personalities; travel, education, music and entertainment
- comparing the experience of learning French and other languages, either in school or in community contexts, and considering how languages intersect or are used for different social functions within families and friendship groups

Investigate the nature and extent of French language use in both Australian and global contexts
[Key concepts: community, arts, fashion, music, cuisine; Key processes: researching, analysing, classifying]

(ACLF RU071)



- analysing the influence of French language and culture in international contexts and activities (for example, the Olympic Committee, the International Court of Justice) and in the Australian community, (for example, sporting events, food, fashion, film industry)
- tracking the contribution of French migrants and settlers to different phases of Australian history, (for example, as explorers, prisoners, refugees, traders, farmers, post-war migrants)
- researching the extent and impact of French language networks, associations and activities in different Australian communities, (for example by creating a database or information wall, listing activities, events, exchanges and media organisations)

Role of language and culture

Reflect on different aspects of the cultural dimension of learning and using French
[Key concepts: cultural expression, representation, difference, diversity; Key processes: reflecting, comparing, analysing]

(ACLF RU072)



Elaborations

- sharing understandings of what culture 'is' and how it relates to identity and experience, using statements such as 'Culture is...' and 'Culture can...'
- comparing challenges and achievements associated with learning French that can be thought of as cultural or intercultural, for example, learning to 'read between the lines' to identify cultural information in language; developing the capacity to look objectively at own cultural experience and ways of communicating
- discussing how own cultural identities are reflected in home, school and social lives, including attitudes and behaviours, and considering how these might be interpreted and responded to by members of different communities
- identifying changes in own ways of thinking about culture and identity as a result of learning French
- discussing attitudes towards diversity and difference, including the use of stereotypes and generalisations, and considering how these affect communication

Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken French to interact with teachers, peers and others and to exchange experiences, opinions and views. They use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings and technical language to discuss issues of wider interest (for example, *les nouvelles technologies, les rapports entre les générations, le travail, la musique*). They ask, give and follow directions and instructions, using phrases such as *prenez la deuxième rue à gauche ...*, *suivez le boulevard jusqu'à ...* and *choisissez la photo*. They locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience. They use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances, discussions and debate. They plan, draft and present imaginative, informative and persuasive texts, using simple and compound sentences to structure arguments and to explain or justify a position. Students use regular verbs in the *passé composé* form independently as well as high-frequency irregular verbs such as *faire, être* and *avoir*. They use declarative, imperative and interrogative verbs in affirmative and negative forms. They interpret and translate language which has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible (for example, *à tout à l'heure*, good on ya!). They make appropriate language choices when communicating in French in different contexts and situations.

Students use metalanguage to explain language features and elements, using appropriate grammatical terms (such as tenses, genres, agreement). They identify how language features such as vocabulary, tenor and register serve different purposes in different modes. They make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts (for example, invitations to celebrations or ceremonies, postcards or letters between friends). Students identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, discussing how these might be interpreted by others.

Years 9 and 10

The nature of the learners

At this level, students bring existing knowledge of French language and culture and a range of learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of French in these.

French language learning and use

This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication (for example, digital and hypermedia, collaborative performance and group discussions). Learners become more confident in communicating in a wider range of contexts through greater control of language structures and increased understanding of the variability of language use. They use French to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They use French more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their language use against a stronger frame of grammatical knowledge. They demonstrate understanding of language variation and change and of how intercultural experience, technology, media and globalisation influence communication.

Contexts of interaction

Learners interact with peers, teachers and other French speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may access additional French experience through community events such as film festivals, interschool events or cultural performances.

Texts and resources

Learners use texts designed for language learning such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic materials designed for or generated by young French speakers in France and other francophone regions, such as video clips, magazine features, television programs or advertisements. Students take some responsibility for sourcing additional materials to support their own learning.

Features of French language use

Learners expand their knowledge and control of grammatical elements such as verb tenses (*l'imparfait, le futur simple, le conditionnel*) and emphatic, direct and indirect object pronouns. They extend their knowledge of text types and language functions by maintaining a balance between form-focused activities and communicative tasks and performance. Task characteristics and conditions involve collaborative as well as independent language planning and performance, and strategic use of language and cultural resources. Tasks involve interpreting, creating, evaluating and performing. Learners engage in critical analysis of texts such as posters, advertisements or news reports, identifying how language choices reflect perspectives and shape meaning.

Learners examine the processes involved in learning and using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and 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 themselves through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system, with opportunities for learners to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes (for example, portfolios, peer review, e-journaling).

The role of English

English continues to be used for substantive discussion, explanation and analysis. This allows learners to talk in depth and detail about their experience of learning French, and about their thoughts on culture, identity and intercultural experience. English is the language of analysis and critique, supporting discussion of concepts such as 'stereotypes', 'difference', 'diversity' and 'values'. It allows for a degree of expression and debate that is beyond learners' communicative capabilities in French.

Years 9 and 10 Content Descriptions

Communicating

Socialising

Discuss and compare young people's interests, behaviours and values across cultural contexts, using formal and informal registers

[Key concepts: perspectives, generation, change, cultural diversity; Key processes: exchanging, responding, discussing]

(ACLFRC073)



Elaborations

- using different forms of communication, including formal debates and informal exchanges, to discuss young people's experience in contemporary culture, for example, *la santé des jeunes, la vie des banlieues, les rapports avec les parents*
- initiating and sustaining conversation by introducing topics, inviting contributions or asking for clarification, for example, *je n'ai pas bien compris ... si on parlait de...? qu'est-ce que vous en pensez?*
- focusing on oral fluency and accuracy, exploring how rhythm, pitch and the use of connectives (for example, *normalement...à vrai dire...*) and gestures contribute to maintaining momentum and increasing confidence and engagement
- contributing to online discussions with young people in French-speaking contexts, comparing aspects of school and home life, for example, *les examens, le stress, les sports, les droits, les responsabilités*

Engage in shared activities such as planning and managing events, exchanging resources and information

[Key concepts: communication, collaboration, information exchange; Key processes: calculating, predicting, planning]

(ACLFRC074)



- using online and digital forms of communication such as email, chat forums and community websites to plan shared events or activities, for example, intercultural components of the *fête de la musique*, or a *cahier/guide de recommandations* for language learners
- planning a demonstration or performance for family and friends to showcase what they know and can do in French, incorporating factual, fictional and expressive elements and some interpretation and explanation of linguistic and cultural features of French language use
- organising real or simulated forums, protests or rallies to raise awareness of environmental, social or ethical issues, for example, *les droits des animaux*, *le développement durable*, *les préjugés*



- creating a collaborative communications project such as a daily news segment for a community television or radio station, building *informations* discourse and using appropriate terms to introduce, identify and summarise, for example, *en directe de... notre envoyé spécial... l'enquête de... les titres/en tête/à la une de cette édition...*
- transacting for goods and services, considering concepts such as value, availability, competition and ethics

Compare and reflect on the experience of learning and using French

[Key concepts: metalanguage, reflection, awareness; Key processes: expressing, reflecting, analysing]

(ACLFRC075)



- using questionnaires or surveys to collect and compare each other's reflections on learning and using French, identifying challenges and gains and tracking different stages of learning, for example, *au début, c'était comment?...petit à petit...; finalement...j'ai trouvé que...*
- communicating with other young learners of languages via email, online forums or video-conferencing, comparing experiences and challenges, for example, *C'est comment pour toi? C'est difficile pour vous d'apprendre l'anglais? Moi, je trouve que...*
- using constructions such as *il faut...*, *on doit...*, *on peut...*, *c'est impossible de...* to generalise and summarise key aspects of learning to communicate in a new language and cultural context

Informing

Elaborations

Research and evaluate information from different perspectives on local and global issues, identifying how culture and context affect how information is presented
[Key concepts: standpoint, representation, cultural literacy; Key processes: researching, comparing, analysing]

(ACLFRC076)



- selecting samples of spoken, written and digital texts that convey cultural as well as factual information (for example, regional news headlines, local community announcements, advertisements, notices in public spaces), and providing explanations and commentary on particular cultural aspects
- researching a topic of global significance (for example, *l'immigration, la jeunesse, l'action humanitaire, les langues mondiales*), and identifying and explaining how texts reflect different perspectives and priorities
- analysing and summarising interviews with high-profile speakers, such as political leaders or sports personalities, and listing words or expressions that provide cultural or contextual information
- presenting commentaries collected from print, digital and personal sources of information on issues of relevance to young people (for example, *la publicité, la santé des jeunes, les liens familiaux*), and classifying according to viewpoints and perspectives
- engaging in critical reading of texts such as product advice, news reports or travel brochures, considering questions such as intention and perspective, and rewriting key elements from a different perspective

Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes

[Key concepts: content, audience, mode; Key processes: selecting, designing, aligning]

(ACLFRC077)



- creating different elements for a general information evening for peers and parents on topics such as *les échanges culturelles, le tabagisme* or *les jeunes et la lecture/les médias sociaux*, combining formats such as displays, posters, performances and printed material
- creating a web page to provide information for young job seekers in different regional and cultural contexts (for example, *les stations de ski, au pair à la ferme, le travail saisonnier*), using formats such as databases, charts, maps and video clips
- designing texts pitched to specific age or interest groups, making and explaining choices in relation to vocabulary, structure, and visual and cultural elements, (for example, fashion advice for teens, tips for healthier living, local information for new migrants)
- summarising and presenting information relating to topics or themes studied in other curriculum areas, using different modes of presentation to cater for different learning styles, for example, charts, diagrams, recorded spoken commentary or demonstration to explain eco-systems or recycling
- referencing cultural trends in contemporary France and other francophone communities, for example by presenting and commenting on community texts associated with cultural activities related to *les fêtes religieuses* or *les fêtes civiles* (*Hanoucca, la Messe de Minuit, les Fêtes du Mawlid, le 1er mai*)

Creating

Elaborations

Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence

[Key concepts: culture, humour, expression, tradition; Key processes: interpreting, analysing, evaluating]

(ACLFRC078)



- expressing emotional or aesthetic responses to texts such as short stories, poems, cartoons, films and songs (for example, *c'est émouvant, c'est troublant, ils sont mélancoliques, c'est trop beau, c'est amusant, ça fait rire*), and identifying how mood is created and narrative is developed through language and expression
- talking about how imaginative texts use structure, language and mood to build action, develop character and position the reader, using modelled descriptive and analytic language, for example, *Les adjectifs et les adverbes sont très évocatifs; il y a un rythme qui crée un atmosphère de tristesse; la voix du narrateur calme le lecteur*
- comparing lyrics, themes and styles of popular French- and English-language songs, and tracking similarities and differences in genres and modes of expression, for example by comparing winners of *Australian Idol* and *Françouvertes* or *La Voix*
- reading, viewing or listening to extracts from expressive contemporary texts such as poems, songs, dance, street art and performance, identifying elements of expression that reflect French cultural traditions or experience

Create imaginative texts involving moods and effects designed to engage different audiences

[Key concepts: imagination, creativity, stimulus; Key processes: planning, projecting, engaging, entertaining]

(ACLFRC079)



- creating characters to role-play imagined encounters in possible intercultural contexts suggested by resources such as news reports or feature articles, (for example, *au métro — jour de grève, à la douane — papiers perdus*)
- composing and performing poems, songs, monologues or dialogues to evoke amusement, sympathy or surprise, (for example, *les chants d'amours, les virelangues, les récits de guerre, le rap, le rock*)
- creating performances or poems that reflect on significant French or Australian celebrations or historical events (for example, *le 1er mai*, National Sorry Day, *le 11 novembre*, Anzac Day)



Translating

Elaborations

Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another

[Key concepts: culture, text, context, perspective; Key processes: comparing, analysing, critical and cultural reading]

(ACLFRC080)



- experimenting with literal translations of popular French expressions or idioms, noticing when this creates confusion (for example, *être bien dans sa peau, dans son assiette, avoir le cafard, revenons à nos moutons*) and recognising the nature and function of cultural elements of language and communication
- finding examples of words, expressions and behaviours used in Australian English that do not translate literally into French (for example, *'bush tucker', 'surf's up', 'schoolies'*), and providing cultural explanations for French speakers
- experimenting with different resources to assist in translation, including monolingual and bilingual dictionaries, encyclopaedias, electronic dictionaries and translators, for example by comparing individual translations, back-translating, swapping useful references
- considering the nature of translation, with reference to different strategies such as decoding literal meaning (word for word), reading for meaning (sense for sense) and cultural reading (between the lines)
- interpreting gestures used by French speakers to signal meanings such as *Parfait! J'ai du nez! c'est fini*, comparing with gestures used in Australian English and other known languages, and incorporating some of them into own language production and communicative interactions to appropriate effect
- recognising the need to sometimes recast language, and considering why one language may use more words than another to communicate a particular meaning, for example, *Je vous prie, Monsieur, de croire à l'expression de mes sentiments distingués* versus 'Yours sincerely'

Create glossaries to interpret cultural aspects of contemporary and traditional French texts

[Key concepts: representation, critical and cultural literacy; Key processes: referencing, explaining, interpreting]

(ACLFRC081)



- collecting and explaining to non-French speakers expressions and cultural allusions encountered in French texts associated with historical, religious or civic events or traditions, (for example, *la Marianne, le tricolore, la Toussaint, le 1er mai*)
- exploring French colloquialisms, *argot* and idioms (for example, *tomber dans les pommes, les doigts dans le nez*) that are typically used by different social groups, (for example, *les jeunes, les sportifs, les étudiants*)
- exploring texts for terms associated with particular elements of French lifestyles (for example, *la cuisine, la mode, les loisirs, la famille*), noting differences between traditional and more contemporary texts and explaining these differences in relation to changes in cultural practice
- mapping France or other francophone countries as represented on internet sites or tourist brochures in terms of regional and cultural diversity, for example, *la France gastronomique: la choucroute d'Alsace, la quiche Lorraine, le bœuf bourguignon, la tapenade Provençale; la Polynésie: les cinq archipels, les îles et les atolls*

Reflecting

Elaborations

Reflect on the experience of learning and using French, considering how intercultural communication involves shared responsibility for meaning making

[Key concepts: reciprocity, understanding, intercultural experience; Key processes: communicating, observing, reflecting, analysing, responding]

(ACLFRC082)



- considering how learning and using French and other languages offers different ways of interpreting the world and representing experience
- keeping a record (for example, journal, log, posting on forum) of critical incidents in the course of intercultural language learning across different levels, (for example, breakdowns or breakthroughs in communication, repair and recovery strategies, and responses and insights to interactions)
- comparing understandings of the relationship between language, culture and identity, using symbols, graphic representations, images and metaphors to represent how the relationship works
- discussing how intercultural communication involves being flexible, responsive and open to alternative ways of communicating, (for example, responding to different levels of emotionality or confrontation in debate, or different levels of respect in casual exchanges or service encounters)
- reflecting on how their own language use and communicative style might be perceived by French speakers, considering concepts such as 'culture', 'attitudes', 'assumptions' and 'values'

Reflect on own cultural identity and how it shapes personal ways of communicating and thinking

[Key concepts: identity, culture, communication; Key processes: reflecting, explaining]

(ACLFRC083)



- developing an enquiry-oriented stance to own cultural identity and communication style, reflecting on existing assumptions about what makes for effective communication and on any changes in perspective as a result of learning French
- analysing how cultural norms impact on interpretations of French language texts and experiences, (for example, comparing own with others' reactions to particular cultural texts, events or practices)
- reflecting on own cultural identity in terms of family background, community relationships and contact with languages, (including contact with French and other languages and cultures), tracking changes over time or context
- composing a 'cultural ID profile' to exchange with French-speaking friends, making decisions about what points of information will be of most interest

Understanding

Systems of language

Elaborations

Increase control of regular and irregular elements of spoken and written French, using elements such as liaisons, accents and expression

[Key concepts: liaisons, accents, expression, style; Key processes: recognising, classifying, discriminating]

(ACLF RU084)



- recognising ways in which written language is different to spoken language, such as being more crafted, precise, elaborated and complex, (for example, the use of interrelated clauses and support detail (*Le Pays de Galles a remporté, samedi, le Tournoi des VI Nations en corrigeant l'Angleterre, pourtant favorite, sur le score de 30 à 3 au Millennium Stadium de Cardiff*))
 - recognising the impermanent and fluid nature of spoken language, identifying features such as interactivity, and the use of repetition, pauses, interruptions and contractions, (for example, the dropping of *ne* in negative structures (*je sais pas trop*), incomplete sentences and reliance on non-verbal elements and vocal expression (*Dis donc, t'es là? Je suis déjà là — t'es où toi?*))
 - recognising and responding to challenges associated with clarity and pace in audio texts, (for example, station or airport announcements or recorded phone messages)
-

Analyse how grammatical elements such as tenses and verb moods impact on the making of meaning

[Key concepts: grammatical analysis, register, tenor; Key processes: identifying, defining, classifying]

(ACLF RU085)



- noticing how grammatical choices can shade meaning, determine perspective and establish relationship, (for example, an imperative verb mood can indicate authority or enthusiasm (*Arrêtez! Allons-y! Donnez-moi votre billet, Mademoiselle*); shifting from the use of *vous* to *tu* can signal a more informal, friendly relationship)
- exploring how choices of words such as nouns and adjectives can indicate values and attitudes, (for example, *c'est un bon à rien/c'est un brave jeune homme; ce sont des illégaux/ce sont des réfugiés*)
- understanding the function of verb tenses to situate events in time (for example, *ils vont partir demain matin, je suis allée au ciné hier soir*) and to express intention or desire, (for example, *je voudrais bien aller à Tunis avec toi!*)
- recognising variations in conjugation for verbs such as *nettoyer, envoyer, essayer, appeler, acheter, manger*, (for example, *nous mangeons, j'essaie*)
- using *l'imparfait*, understanding how to distinguish between a completed and a continuing action in the past, (for example, *nous étions déjà au lit quand Papa a téléphoné*)
- using *le passé composé* verb forms, recognising verbs conjugated with *être* as the auxiliary that involve agreement between subject and past participle, (for example, *elles sont parties*)
- understanding and using in simple constructions *le futur, le conditionnel* and *le plus-que- parfait* tenses
- being exposed to *le subjonctif* verb forms used in set phrases such as *il faut que tu partes, il faut que je finisse mes devoirs*
- understanding the function of the reflexive pronoun and practising using the reflexive verb structure, (for example, *je me suis levée à sept heures, je me suis entraînée...*)
- understanding the function and use of relative pronouns such as *qui, que, dont*
- understanding that past participles agree with the preceding direct object when the verb is conjugated with the auxiliary verb *avoir*, for example, *J'ai acheté une tartelette aux fraises — je l'ai mangée trop vite!*
- understanding and using infinitive verb forms and phrasal verbs, such as *avoir besoin de faire quelque chose, commencer à faire...*
- using relative, emphatic and direct/indirect object pronouns, for example, *qui, que, elle, eux, lui, leur, le, la, les*
- understanding the use of the *si* clause and how to coordinate meaning through various tenses, for example, *si j'avais voulu, je serais partie de bonne heure*
- further developing a metalanguage to discuss and explain grammatical forms and functions, for example, 'conditional tense', 'relative and emphatic pronouns', 'impersonal expressions'

Analyse how different types of text incorporate cultural and contextual elements

[Key concepts: context, culture, perspective; Key processes: comparing, analysing, identifying]

(ACLF RU086)



- analysing how writers of community texts such as advertisements, radio requests or online trading posts make decisions in relation to language, style and register in order to achieve their purpose and suit the context, (for example by using personal pronouns, engaging language and images, or by creating problems/offering solutions (*Un...deux, un...deux, on rit, on s'esclaffe, on glousse! Pour être au top lors de l'arrivée des beaux jours!*))
- understanding the dynamic relationship between different modes of communication in different cultural contexts, (for example, hybrid texts such as emails or text messages that combine features of spoken and written texts, or formal lectures or news reports that resemble spoken versions of written texts)
- analysing cultural differences in genres such as cover letters for job applications or letters of complaint, noting protocols and conventions (for example, stating the purpose of a formal letter at the beginning: *le recyclage proposé dans notre ville..*)
- collecting, interpreting and using textual conventions popular with young French speakers, for example, contractions, abbreviations and acronyms used in text messaging (*bjr = bonjour; A+ = à plus; biz = bisous; 12C4 = un de ces quatre*)

Language variation and change

Elaborations

Analyse and explain how and why language is used differently in different contexts and relationships

[Key concepts: genres, register, variation; Key processes: grammatical and lexical analysis]

(ACLF RU087)



- recognising the diversity of spoken forms of French from region to region (for example, *les accents du Midi, l'accent parisien, toulousain, picard*) and from country to country (*le Québécois, La Réunion*), considering concepts such as *la norme, la diversité, l'intelligibilité* and *les élites* in terms of how language variation can both reflect and shape social and cultural processes
- exploring how texts achieve different effects, (for example, moving from generic terms such as *les fleurs* to specific detail such as *les violettes, les jonquilles, les roses mignonnes* in advertisements to suggest superior or specialised taste)
- understanding the power of language to influence people's actions and beliefs, for example by analysing language used in community appeals in response to natural disasters
- comparing language and textual features used in texts to entertain different age groups, (for example, amusing rhymes for *les tout petits, dessins d'humour* for older children, and *les blagues, l'humour noir* and *l'humour adolescent* for older students)

Explore changes to both French and Australian English, and identify reasons for these changes, such as technology, popular culture and intercultural exchange

[Key concepts: globalisation, exchange, influence; Key processes: mapping, classifying, analysing]

(ACLF RU088)



- exploring the concept of the 'ecology' of French and of other languages, including English; that is, the interaction of language with constantly changing environments, referencing influences on contemporary French language use such as globalisation and technology
- identifying elements of language use in the Australian community that reflect the linguistic and cultural diversity of the population, (for example, intercultural exchange and experience), and words and expressions borrowed/used across contexts and activities such as sports, martial arts, dance, cooking, fashion
- considering the development of *le français* in communities of French speakers (for example, *la pharmacie du corner*, *faire du shopping*), and developing awareness of some aspects of current debates and discussions around its use

Identify examples of French language used to influence social and cultural relationships and practices

[Key concepts: authority, language as power, inclusion, exclusion; Key processes: scanning, selecting, analysing]

(ACLF RU089)



- finding examples of language used for social commentary or to influence actions or beliefs, (for example, emotive language and images in reports on cruelty to children or to animals [*la violence*, *la négligence*, *l'intimidation*, *l'abus*; *menacer*, *blessar*, *battre*])
- understanding how language variation can reflect cultural and social identity, inclusion or exclusion, (for example, inclusive language of political speeches (*Nous les pères et les mères des futurs citoyens de notre belle France...*), or inclusion and exclusion through the use of *langage codifié* (*le verlan d'une sous-culture*: *zyva* — *vas-y*; *ouf* — *fou*; *zarbi-bizarre*)
- examining how specialised language associated with professional, commercial or cultural ways of speaking or writing can create barriers for some members of a language community, (for example, legal or medical terms, arts-related expressions, or bureaucratic language)

Role of language and culture

Understand that language and culture are interrelated, that they shape and are shaped by each other

[Key concepts: culture, language, meaning; Key processes: discussing, reflecting, comparing]

(ACLF RU090)



Elaborations

- comparing definitions of 'language' and of 'culture', and explaining how they relate to each other
- considering how language both reflects and shapes cultural distinctions such as community, social class, gender and generation
- reflecting on the experience of moving between cultures in and out of school, in local and virtual environments, and through the experience of learning and using French
- exploring the reciprocal element of intercultural communication, considering how own cultural ways of thinking and behaving affect attitudes and interactions and influence other people's responses or interpretations

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken French to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use language to access and exchange information on a broad range of social, cultural and youth-related issues (for example, student politics and priorities, the environment, virtual worlds). They socialise, express feelings and opinions, and use expressive and descriptive language to participate in different modes of imaginative and creative expression. They initiate conversations and discussion (such as *Qu'est-ce que vous pensez au sujet de ... ? A mon avis ...*), change or elaborate on topics (for example, *Oui, mais ... d'autre part ...*), and provide feedback and encouragement (for example, *En effet - c'est intéressant; et toi, qu'est-ce que tu en dis?*). They employ self-correction and repair strategies, and use non-verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest. They locate and evaluate information on local and global issues from a range of perspectives and sources. They produce informative, persuasive and imaginative texts, incorporating relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices. Students use *présent*, *passé composé*, *imparfait* and *futur proche* tenses in their own texts, and the conditional tense to express intention or preference (for example, *Je voudrais aller au cinéma ce soir*). They use with support *futur* and *plus-que-parfait* tenses. Students translate and interpret a range of French and English texts, comparing versions and analysing processes.

Students explain differences between spoken and written French, and identify the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion). They provide examples of the blurring of these differences in modes of communication such as text messages, emails or conversation transcripts. They describe how languages change, borrow from, build upon and blend with each other (for example, *le français*). They demonstrate understanding of the power of language to shape relationships, to include and exclude. They use appropriate terminology to explain some irregularities of grammatical patterns and rules (such as irregular verb forms, different word order of some adjective-noun combinations), and textual conventions associated with familiar genres such as invitations, apologies or music reviews. They reflect on their own cultural perspectives and discuss how these are impacted by French language and culture learning.

The Australian Curriculum Languages - French Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students are beginning their study of French and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning French. Students' textual knowledge developed through English literacy learning supports the development of literacy in French. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

French language learning and use

Learners are encouraged to listen to, speak, read and write French in a range of interactions with the teacher and each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. There is code mixing and code switching, as learners use all available resources to make meaning and express themselves. They use English when they need to, with teachers modelling back the French that would have served the required purpose. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression, and concrete materials. Learners experiment with sounds, intonation patterns and body language, using high-frequency words and expressions, gradually broadening their range of language functions. They notice how French is used differently in different contexts and how French speakers communicate in ways that may be different to their own. As they adjust language use to suit different purposes, contexts and situations, they notice how culture shapes language. Learners work collaboratively and independently. They pool language knowledge and resources, plan, problem-solve, monitor and reflect. They make cross-curricular connections and explore intercultural perspectives. They focus on the different systems (grammar, vocabulary, sounds) that structure language use, and reflect on their experience as French language learners and users. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.

Contexts of interaction

The French classroom is the primary context for language and culture experience, with ICT resources and community links providing access to additional resources and experiences. Learners may communicate with peers in France or other francophone contexts using teacher-guided ICT resources such as wikis, emails or online chat. They may also access French-language events or resources in the wider community, such as interschool activities, film festivals or cultural performances.

Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They also use materials designed for French students in different contexts (for example, blogs, newsletters, advertisements, magazines, video clips and apps). Authentic texts from different sources provide opportunities for discussion and analysis of the relationship between communication and culture.

Features of French language use

Students become familiar with the sounds of French, including pronunciation, rhythm, pitch and stress. They recognise similarities with many English words, noting differences in pronunciation (*attention*, *menu*). They approximate the pronunciation and phrasing of single words and short phrases, including vowel sounds such as *-eau*, *-on*, *-ère* and *u*, and unfamiliar consonants such as *r* and soft *g*. They understand and apply elements of French grammar such as subject-verb-object word order, simple verb forms, gender and number agreement of nouns and adjectives, pronouns and prepositions. Students understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. They create their own texts, mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives and adverbs. They understand that language use reflects and shapes values and attitudes, and explore how language choices determine how people, events or circumstances are represented.

Level of support

Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Support includes scaffolding, modelling and monitoring; explicit instruction and feedback; structured opportunities for understanding and practising new language; and the chance to revisit, recycle and review. Learners need access to a range of engaging and accessible support resources and materials, including print and digital texts, audio recordings, word banks, graphic organisers and dictionaries.

The role of English

Learners are supported to use French as much as possible for classroom routines and interactions, structured learning tasks, and language experimentation and practice. English is used for discussion, clarification, explanation, analysis and reflection. Learners develop a metalanguage for thinking and talking about language, culture and identity, and about the experience of learning and using French.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes

[Key concepts: family, friendship, home; Key processes: interacting, describing]

(ACLFRC091)



- exchanging greetings, wishes and thanks, adjusting language to suit the situation, for example, *Bonjour, la classe! Salut, Marianne, ça va? Bonsoir, Madame Legrand, comment allez-vous? Bonne fête, Solange! Merci bien, Maman*
 - introducing and describing self and others, for example, *je m'appelle Marc; je te présente mon oncle; voici ma petite sœur, Eliane; je m'appelle Sophie, j'ai les yeux bleus, j'aime les sports*
 - using present tense high-frequency verbs such as *être*, *avoir* and *aimer* with adjectives, adverbs and simple formulaic expressions to talk about self and others, for example, *je te présente mon copain, Henri, il est drôle! elle est si douée! Nous voici — la famille Mercier!*
 - comparing routines, interests and leisure activities, using language associated with time, frequency and location, for example, *lundi après-midi, je fais du foot; le weekend, je joue aux jeux vidéos; l'hiver, je fais du ski; l'été, on va souvent à la plage*
 - stating likes, dislikes and preferences, for example, *j'aime bien le fromage mais je n'aime pas le yaourt; je déteste les prunes mais j'adore les pruneaux*
-

Participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating
[Key concepts: tasks, performance, transaction, collaborative learning; Key processes: planning and managing tasks, acting]

(ACLFRC092)



- collaboratively creating computer-generated designs such as a virtual ideal home or leisure centre, negotiating with each other in relation to different elements and priorities, for example, *Moi, je voudrais une salle média immense..., ah non, moi je préfère un grand jardin*
- managing an allocated budget for online shopping, deciding on selected items and explaining choices, for example, *le 2ème à moitié prix; 3CD à 15 €*
- creating displays, presentations or performances for family, friends or school community to showcase French learning
- organising class events such as a *vide-grenier/marché aux puces*, preparing labels and prices, using transactional language (for example, *c'est combien? un très bon prix, vente flash! non, c'est trop cher... une échange?...*), and using imperative, declarative and interrogative verb forms to buy, sell or swap items
- issuing, accepting and declining invitations, adjusting language to suit formal or informal contexts, for example, *es-tu libre samedi prochain? je t'invite; je ne suis pas libre - c'est possible dimanche? j'ai le grand plaisir de vous inviter...*
- organising social or sports events, and planning location, date and time (for example, *rendez-vous au Stade Central à midi; 19 h chez ma cousine; n'oublie pas ton sac de couchage*), using *aller* + infinitive forms of verbs such as *venir, arriver, partir* and *commencer*, for example, *nous allons partir à sept heures*
- making arrangements to cater for events such as celebrations or outings through spoken and written texts such as lists, phone calls, letters or emails, and estimating quantities, numbers and prices, for example, *il me faut..., une trentaine de... ça coûte combien?*

Participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission

[Key concepts: roles, routines, interaction patterns; Key processes: participating, interacting, contributing, responding]

(ACLFRC093)



- asking and answering questions (for example, *qu'est-ce que c'est? c'est... ce sont...*), and requesting clarification or permission, for example, *j'ai une question, comment dit-on...? comment ça s'écrit...?*
- requesting information, explanation or help, for example, *pouvez-vous répéter plus lentement s'il vous plaît? qu'est-ce que cela veut dire? je peux recommencer?*
- responding to directions or requests, for example, *cliquez sur l'image du château, choisissez la forme négative*
- discussing aspects of school and social life and responding to each other's contributions, for example, *c'est génial! c'est une bonne idée; ah non, je ne suis pas d'accord*
- using active-listening and turn-taking strategies, for example, *et toi, tu es d'accord?... à moi maintenant!*

Informing

Elaborations

Locate factual information from a range of texts and resources and use the information in new ways

[Key concepts: concepts from learning areas such as health or environmental studies; Key processes: researching, reading/listening, ordering, classifying]

(ACLFRC094)



- collecting vocabulary and expressions from a range of informative texts such as posters, websites, brochures or menus for use in own short reports on topics such as *les voyages, manger sain, les médias*
- listening for key points of information in short, spoken/recorded texts such as phone messages or announcements, and representing the information in note form to communicate to others
- gathering information about places, people or events in francophone contexts and cultures, and using it to build timelines, itineraries or profiles
- obtaining, classifying and summarising data collected from class surveys or web searches on topics such as favourite books, music, apps, films or social media
- explaining and sequencing actions or events from texts such as magazine articles or sports reports, using conjunctions and adverbs related to time, for example, *puis, d'abord, ensuite, finalement*

Present information and ideas relating to social worlds and natural environments in spoken, written and digital forms

[Key concepts: community, traditions, environment; Key processes: composing, presenting, informing]

(ACLFRC095)



- creating texts to share with a French-speaking audience such as a video or web page to capture and interpret aspects of their personal and social worlds, for example, 'A day in our life in middle school'; *les copains; mon quartier; le weekend*
- creating resources such as posters, pamphlets, websites or journals to present topics related to lifestyles, events or causes, for example, *Le Jour de la Terre, Le Clean-Up Day*
- using different modes of presentation to profile significant events, characters or places related to French culture, history or environment
- describing aspects of their own lifestyles that may interest young learners of their own age in French-speaking environments, for example, surf lifesaving, school camps or excursions, music events

Creating

Engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects

[Key concepts: imagination, creativity, character, expression; Key processes: participating, responding, evaluating]

(ACLFRC096)



Elaborations

- responding to questions about characters or events in different types of imaginative texts, and listing and using associated key words or expressions
- interacting with texts such as stories, poems, songs or cartoons, using modelled and scaffolded language to express opinions, for example, *trop triste, si amusant, affreux; pour moi les images...; personnellement, je préfère...*
- noticing and engaging with rhythm, intonation and imagery used to build mood and meaning in poems, songs and performances, and experimenting with language, voice and actions to create similar effects in own re-enactments
- listening to or viewing texts such as songs, raps or film and video clips, and noticing ideas and comparing aspects that may be similar or different across cultures

Reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences

[Key concepts: adaptation, mode, genre, performance; Key processes: interpreting, creating, experimenting, presenting]

(ACLFRC097)



- creating short performances for younger learners, incorporating vocal and expressive elements of language in ways that will engage young children, for example, animal sounds (*ouah ouah, cocorico, meuh, cui-cui, coin, coin*)
- creating and performing interactions between characters in scaffolded scenarios that allow for some unscripted language production and expression of emotion
- using digital resources such as *Sock Puppets* or *Cartoon Story Maker* to create imaginary characters and situations associated with home or school contexts
- composing and performing modified or simplified versions of familiar texts that feature repetitive and evocative language, for example, *Page d'écriture, Prévert*
- inventing a new character, story twist or event in a familiar text such as *Astérix* or *Tintin*

Translating

Translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not

[Key concepts: translation, equivalence; Key processes: comparing, translating, interpreting, explaining]

(ACLFRC098)



Elaborations

- translating short personal texts such as letters, emails or conversations, identifying words and phrases that can be translated literally (for example, *la maison, le ciel, les enfants, Bonjour, mon ami*) and those that need to be translated for meaning, for example, *il fait beau! A tout à l'heure! courage!*
- translating public signs or notices (for example, *sens unique, chaussée déformée, défense de fumer*), comparing own versions with others' and considering reasons for any differences
- using bilingual dictionaries and electronic translation tools, taking into account issues such as alternative or multiple meanings of words and the importance of context when making meaning, for example, *la fille, le bureau, l'histoire, la vue*
- translating headlines, captions and short reports in texts produced for young readers (for example, *Wapiti, Okapi, Julie*), identifying and explaining words or expressions that require interpretation rather than translation
- translating and explaining the meaning of words or expressions associated with celebrations in French-speaking regions of the world (for example, *le poisson d'avril, la bûche de Noël, le Ramadan, Aid el-Fitre, la Fête de la Musique, la Toussaint*), and considering how they reflect significant cultural experience


Create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated

[Key concepts: equivalence, context, meaning; Key processes: translating, interpreting, explaining]

(ACLFRC099)



- creating bilingual resources such as glossaries, word banks or personal French–English dictionaries, including explanations of some idioms and expressions
- creating bilingual texts for the school or local community (for example, posters, library displays or contributions to online forums), considering how to represent meaning for different audiences
- creating bilingual texts for specific audiences, for example, rhymes, stories or songs for younger learners of French, invitations to a class event, or posters for a performance
- using dictionaries and electronic translation tools to create bilingual texts such as menus, schedules or captions for photo montages, and making decisions in relation to language, audience and cultural perspectives
- designing and maintaining a bilingual website with a sister-school or contact group of English learners in a French-speaking community, making choices about when to use French or English depending on the context, topic and nature of the interaction

Reflecting	Elaborations
<p>Engage with French speakers and resources, noticing how interaction involves culture as well as language</p> <p>[Key concepts: awareness, interpretation, cultural frames, intercultural exchange; Key processes: noticing, reflecting, responding]</p> <p>(ACLFRC100)</p> 	<ul style="list-style-type: none"> • reflecting on choices made when using French to interact with others, and considering the relationship between language, culture and behaviour, for example, using names or titles and familiar or formal terms of address (<i>Salut, Leila, ça va? Bonjour, Madame Michou, comment allez-vous?</i>) • interacting with French speakers online, noticing and responding to expressions or behaviours that are unfamiliar, for example, use of gestures, exclamations, or <i>sigles</i> such as MDR (<i>mort de rire</i>) • sharing ideas about the experience of learning and using French, including any perceived changes in levels of confidence, or in attitudes towards and understanding of culture and intercultural communication • observing interactions between French speakers in different contexts, noticing and recording elements that reflect cultural attitudes or behaviours, for example, language associated with politeness or emotion (<i>je vous en prie, je suis désolé</i>) • participating in guided discussion of the nature and role of ‘culture’ and its relationship with language, with reference to French, English and other known languages

Notice own and others' ways of expressing identity, and consider the relationship between language, culture and identity

[Key concepts: communication, identity; Key processes: noticing, reflecting, comparing, adjusting]

(ACLFRC101)



- talking about own identities in terms of cultural background and personal and social experience, using declarative and descriptive statements, for example, *je suis australien d'origine italienne; je parle vietnamien et anglais; je suis membre de l'équipe...*



- preparing a class profile to exchange with French-speaking students, showing cultural backgrounds, languages used in the home, interests and values, and using resources such as photos, captions, quotes and symbols
- considering the impact of stereotypes on how texts are understood and intercultural experiences interpreted
- sharing personal reactions and feelings when using French, using prompts such as: Am I the same 'me' when speaking French? Does my identity change? How do I feel when...?
- observing others' ways of communicating, identifying elements of language or behaviour that might be unfamiliar to people from different cultures or communities, for example, ways of addressing people and expressing wishes, rituals associated with school sports, and the use of body language

Understanding

Systems of language

Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation

[Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud]

(ACLF RU102)



Elaborations

- developing awareness of French sounds, rhythms and intonation patterns, including those with no English equivalents, for example, *-u (tu)*, *-r (très vite)* and *-ion (attention)*
- becoming familiar with the vowel system in French, including nasalised vowels such as *plein*, *bon*, and semi-vowels such as *famille*, *oui*
- distinguishing vowel sounds (for example by recognising distinctions between nasal vowel sounds such as *cinq*, *sympa*, *manger*, *entre*, *dont*, *des bonbons*), and experimenting with pronunciation of consonant–vowel combinations, for example by using *virelangues* such as *un chasseur sachant chasser...*, *six cent six saucissons suisses...*
- using the French alphabet for spelling out names or expressions, noticing similarities and differences to English and using correct terminology for accents (*accent aigu*, *accent cédille*, *accent circonflexe*)
- recognising differences in intonation and rhythm between statements, questions and commands (*Vous écoutez la chanson. Vous écoutez la chanson? Ecoutez la chanson!*)
- using appropriate intonation for common fillers, interjections and responses such as *hein?*, *bon*, *beh...*, *n'est-ce pas?* *Oh là là!*, *Aïe!*, *Youpi!* *Ça alors...*

Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs

[Key concepts: grammar, gender, number; Key processes: noticing, applying, explaining]

(ACLF RU103)



- using and understanding nouns as core elements of sentence structure
- using definite and indefinite articles (*le, la, l', les; un, une, des*)
- marking plural forms (*le chien/les chiens, une femme/des femmes*), including some irregular plural forms (*l'œil/les yeux, le nez/les nez*)
- understanding and using the three main conjugations for present tense regular verbs *-er, -ir* and *-re*, and the irregular present tense conjugations of the verbs *être, avoir, aller* and *faire*
- understanding that while some adjectives in French follow the noun (*un élève intelligent, un match extraordinaire*), some precede the noun (*une bonne étudiante, une grande maison*)
- understanding that adjectives agree in number and gender with the noun (*des élèves intelligents, de bonnes étudiantes*) and that *des* changes to *de* if the adjective precedes the noun
- understanding the form and function of subject pronouns *je, tu, il, elle, nous, vous, ils* and *elles*, how they determine verb conjugations and substitute for noun subjects (*voilà le frère de Michel; il est beau, n'est-ce pas?*)
- recognising and using locative prepositions *à, en, au, aux* and *dans* when describing where people live (*Jean-François habite à Montréal au Canada, ma copine Juliette habite aux Philippines, la famille Maréchal habite dans une ferme*)



- using the negative *ne...pas* in simple statements, questions and commands (*je n'aime pas l'histoire, tu n'aimes pas le bifteck? ne recommence pas!*), recognising substitution of the indefinite article with *de* in negative sentences (*Non, je n'ai pas de frère. J'ai une sœur*)
- understanding three ways of forming a question: a simple declarative sentence with rising intonation (*tu as un animal chez toi?*), inverting the verb form (*as-tu un animal chez toi?*), and using *est-ce que* before a declarative sentence (*est-ce que tu as un animal chez toi?*)
- gaining awareness of simple and compound tenses, using *le passé composé* to recount events that occurred in the past and *le futur proche* to describe immediate future events (*il a regardé la télé, il va regarder la télé*)
- expressing ownership through the use of singular and plural possessive adjectives (*mes yeux, ses cheveux, ta mère, ses copains*)
- using the imperative verb mood (*mes enfants, soyez sages! va demander à ta mère*)
- recognising the function of irregular verbs such as *avoir, être* and *faire* in expressions such as *avoir faim, avoir 13 ans* and *faire beau* and as auxiliary verb forms (*je suis arrivé, nous avons mangé*)

- recognising the functions of elements such as prefixes and suffixes (*désagréable, la camionnette, la réorganisation*) and how word patterns and clusters connect (*triste, la tristesse; le marché, le marchand, la marchandise*)
- building metalanguage to talk about grammar and vocabulary (for example, *les formes négatives, interrogatives, le futur proche, masculin, féminin, singulier, pluriel*), and comparing with equivalent English terms

Recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English

[Key concepts: genre, mode, tenor, audience, language features; Key processes: noticing, analysing, comparing]

(ACLF RU104)



- identifying the purpose, intended audience and key language features of familiar texts such as road signs, instructions or postcards, for example, *Grosses bises! Défense de fumer; stationnement interdit*
- listening, viewing and reading for gist, context and purpose, drawing on knowledge of types of text, context and language features to predict and confirm meaning, for example, the use of imperative verb forms and specialised vocabulary in an in-flight safety demonstration (*en préparation pour le décollage, le gilet de sauvetage, respirez normalement, gardez votre ceinture attaché...*)
- identifying elements of common types of text (*le courriel, la météo, les slogans*), and explaining relationships between language, structure and textual purpose
- building understanding of text features through activities such as 'genre substitution'; that is, transferring typical features from one genre to a different one, for example, a greeting that sounds like an announcement (*Attention, Madame, comment-allez vous!*), or a weather report that reads like a recipe (*Un litre de pluie, un peu de vent, six nuages...*)
- understanding how to create textual cohesion, using elements such as conjunctions or causal phrases to sequence and link ideas and maintain the flow of expression, for example, *donc, mais, à propos de, pendant, si, grace à, à cause de...*

Language variation and change

Elaborations

Recognise that French language use varies according to context, situation and relationship

[Key concepts: variation, context, relationship; Key processes: noticing, analysing, explaining]

(ACLF RU105)



- noticing that French is used differently in different situations and for different relationships, for example, casual conversation between friends, polite interactions between strangers in shops, and respectful/authoritative exchanges between teachers and students
- comparing language use and other aspects of communication in informal exchanges (for example, *un match de football — allez, allez!*) and in formal communication, for example, *Soyez les bienvenus à notre école*
- collecting and analysing samples of language from texts such as video clips or print/electronic forms of communication to explore differences in communicative style and expression between social groups such as *les adolescents*, *les profs* or *les tout-petits*

Understand the dynamic nature of French and other languages

[Key concepts: language contact, word borrowing, globalisation; Key processes: observing, identifying, classifying]

(ACLF RU106)



- understanding that languages and cultures change continuously due to contact with each other and in response to new ideas and developments in communications and technology (*la mondialisation*)
- recognising that the French language continuously borrows and adapts words and expressions from other languages, including English, for example, *stop! le football, le sketch, le clown; le sushi, l'origami*

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- recognising that many French words are used in English and in other languages (for example, *croissant, menu, ballet, chef, chauffeur*), and noticing the different vocabulary areas that these words tend to belong to (such as terms relating to food and fashion) and considering possible reasons for this
 - collecting French words used in English (for example, *le restaurant, le menu, le chauffeur, le ballet, la pirouette*), and comparing how they are pronounced by French or English speakers
 - understanding that some languages are growing and adapting, while others (such as indigenous languages across the world) are endangered, disappearing or reviving, or blending with stronger languages
-

Recognise that French is both a local and a global language
[Key concepts: first language, global language, dialects, creoles, accents; Key processes: mapping, comparing, distinguishing]

(ACLF RU107)



- recognising that French is an important world language spoken with a variety of accents and dialects in many regions of the world as well as in France, for example, *le Québec, le Sénégal, le Maroc, La Suisse, La Nouvelle Calédonie*
- understanding that French serves different functions within France and in other regions of the world, including Australia, for example, as a *langue nationale, officielle, de communauté, diplomatique* and *culturelle*
- mapping and comparing variations in forms and expressions of French language in different geographical contexts, for example, *les langues kanakes de la Nouvelle Calédonie, les langues bretonnes de la Bretagne, la créole de la Guadeloupe*
- comparing diversity in accents, dialects and vocabulary in French-speaking communities with similar diversity in the use of English within and beyond Australia

Role of language and culture

Explore the relationship between language and culture
[Key concepts: culture, language, meaning; Key processes: analysing, explaining, defining]

(ACLF RU108)



Elaborations

- exploring how language and culture influence each other, for example, French terms of address that reflect respect and status such as *Madame la Directrice* and *Monsieur le Président*; diverse *cuisines* and food-related terms and expressions that reflect cultural diversity in contemporary France or Australia
- investigating connections between language and significant cultural values or practices in French, English and other languages, for example, *la Marianne*; *la patrie*; *la laïcité*; Reconciliation, Aussie Rules, 'fair go'
- noticing how people think and talk about themselves and others, for example, comparing ways of addressing and thinking about older people or strangers
- creating a gift pack of symbols and expressions to introduce French students to Australian languages and cultures, and explaining the reasons for particular choices
- developing language to analyse and explain the nature of the language–culture relationship, using terms such as 'meaning', 'perspective', 'values', 'assumptions' and 'difference'
- reflecting on own tastes, interests and language use that have been shaped by intercultural influences, for example, Japanese *manga* or *anime*, or American fashion, music and dance



Years 7 and 8 Achievement Standard

By the end of Year 8, students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. They initiate and sustain conversation by using active-listening skills and responding to others' contributions (for example, *c'est vrai ...; ah oui, en effet ...; pas possible!*). They respond to familiar questions and directions (such as *Qu'est-ce que c'est? Qui est-ce? Posez la question à ...*), and request help or clarification (for example, *Pardon? Pourquoi? Peux-tu répéter?*). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as *-r*, *-u* and *-ille*. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (for example, *je suis italien-australien; j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter; et toi?*). They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They describe familiar objects, contexts and experiences (such as *la maison, le quartier, l'école*), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (for example, *grand, petit, belle, bizarre*), character (for example, *sympa, compliqué*) and quantity (for example, *les numéros, beaucoup de ...*). They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. They use conjunctions and connectives (such as *puis, ensuite* and *mais*), and prepositions of place and time (such as *sous, sur, devant, après* and *avant*) to build cohesion and extend sentence structure. They translate short texts and explain French gestures, expressions or signs to friends and family. They provide examples of how languages do not always translate directly, and how interpreting and translating involve meaning (for example, values, ideas, attitudes) as well as parts of speech (such as nouns, verbs, adverbs). They adjust language use to suit contexts and situations (for example, use of *tu* or *vous*, different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources.

Students provide examples of the dynamic nature of contact between languages and cultures in the contemporary world. They identify the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They give examples of similarities between French and English (for example, the same alphabet and basic sentence structure, many words in common), and some differences (such as pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). They identify French words used in English (such as 'menu', 'mousse'), English words used in French (such as *le weekend, le football*), and explain how languages and cultures influence and interact with each other (technology, globalisation, popular culture). They know that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (for example, formal and informal language, different text types). They use metalanguage to explain features of language, texts and grammar, making connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. Students give examples of how languages are connected with cultures, and of how French language reflects ways of behaving and thinking as does their own language.

Years 9 and 10

The nature of the learners

Students have prior experience of learning French 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 within 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 French may feature in these.

French language learning and use

This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication such as digital and hypermedia, collaborative performance and group discussions. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Learners use French 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 wider range of texts and experiences. They use French more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their 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 forms of communication.

Contexts of interaction

The language class remains the principal context for learning and using French. Learners use written and spoken French to interact with peers, teachers and some other French speakers in local contexts and online environments. These exchanges are complemented by interactions with rich and varied language resources and materials. Learners may communicate with young French speakers and access additional resources and materials through ICT and teacher-facilitated connections. They may also participate in local community events such as Alliance Française activities, music or film festivals, or exchange-student hosting.

Texts and resources

Learners engage with a range of language-learning texts and support materials, such as textbooks, videos, apps, media texts and online materials. They also draw increasingly on texts produced for French-speaking communities, in a range of different times and contexts, such as short stories, songs, poems, newspaper reports, films, video clips, blogs and social media texts.

Features of French language use

Learners recognise and approximate the pronunciation, rhythms and intonation patterns of more extended phrases and compound sentences. They use words with more complex syllable combinations and become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use the *passé composé* tense of verbs conjugated with *avoir* and *être*, recognise the form and function of reflexive verbs, and use elements such as possessive adjectives and object pronouns. They use expressive and descriptive language to talk about feelings and experiences. They develop understanding of the nature of both translation and interpretation, noticing the relationship between language, texts and culture. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performances and experiences. Task characteristics and conditions are more complex and challenging. They involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners analyse text more critically, identifying how language choices reflect perspectives and shape meaning. At this level, learners are developing understanding of the relationship between language, culture and identity. They identify how meaning-making and representation in a different language 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 the learner's ways of thinking and behaving; and 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 practices through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

This stage of learning revolves around consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. Resources are provided and processes modelled for the development of more autonomous self-monitoring and reflecting strategies (such as online journaling, video documenting, and discussion forums). Continuing focused attention on grammatical and textual features supports learners' development as text producers.

The role of English

French is increasingly used for classroom interactions and routines, for elements of task participation and for structured discussions. English continues to be used as the medium of some instruction, for substantive discussion, comparison, analysis and reflection. This allows learners to talk in more depth and detail about their experience of learning French and about their views on culture, identity and intercultural experience. English is the language of analysis, comparison and critique, encouraging discussion of concepts such as 'diversity', 'flexibility', 'interculturality' and 'stereotypes'. It allows for discussion and debate appropriate to learners' age and cognitive levels but beyond their linguistic capability in French.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Socialise and exchange views on local and global issues
[Key concepts: generation, environment, globalisation, relationships; Key processes: interacting, responding, explaining, comparing]

(ACLFRC109)



- using simple and compound sentences to structure arguments, and explain or justify a position in relation to personal and social issues such as *les études, la santé, l'avenir, les passe-temps*
 - initiating and sustaining conversation through active-listening strategies, turn-taking cues and verbal and non-verbal responses, for example, *ah bon? pas vrai! et si on...?*
 - using descriptive and expressive language to exchange views on global issues such as *les médias sociaux, l'avenir des jeunes* and *la pollution*, building topic-specific vocabulary and rhetorical strategies such as emphasis and repetition, for example, *Au contraire! à mon avis..., je ne suis pas d'accord, après tout..., il faut le dire..., encore une fois..*
-
- contributing to online discussions with young people in French-speaking contexts, comparing aspects of school and home life, for example, *les examens, le stress, les sports, l'étude des langues*

Participate in collaborative projects that make connections between French language and culture and other curriculum areas

[Key concepts: concepts from other learning areas; Key processes: task planning and resourcing, cross-referencing]

(ACLFRC110)



- organising class displays that combine print and digital resources with demonstrations and performances around themes such as *le 14 juillet, le voyage, la Fête de la Musique, la gastronomie francophone*
 - finding connections between French language and culture and areas of the curriculum such as history, music, science, sport or the arts (for example, *le ballet, Marcel Marceau, Zaz, Zinedine Zidane, le Tour de France, Louis Pasteur*), and reporting on particular contributions or achievements
 - participating in *visites virtuelles* (for example, *Le Musée du Quai Branly, le Tour de France, la Martinique, la Nouvelle Calédonie*), sharing responsibility for individual elements of a report that highlights key features of the experience
 - designing action-oriented projects such as websites, posters or presentations which include images and expressions that invite concern or support for social or environmental issues, for example, *les SDF, le commerce équitable, le développement durable*
-
- using mathematical language and processes in real or simulated transactions, for example, creating a virtual *bureau de change*, setting exchange rates with the *euro, CHF, CFP, XAF*; managing a budget for online shopping on French-language internet sites

Develop classroom language to manage shared learning experiences, monitor performance and discuss French language and culture learning

[Key concepts: task, outcome, performance, communication, culture; Key processes: discussing, commenting, interacting]

(ACLFRC111)



- interacting in classroom activities and discussions to manage shared learning experiences, report on each other's contributions and consider each other's views, opinions and preferences, for example, *c'est à qui? Moi, je vais mettre cette image là; qu'est que tu vas faire avec celle-là? Voilà — c'est fait. Qui va faire..? C'est bien réussi*
- planning performances or presentations to showcase French language and culture learning, for example, *Si on préparait une photo-montage? Comment est-ce qu'on va présenter les images?*
- using evaluative and comparative language to discuss different learning resources such as textbooks, websites or electronic dictionaries, for example, *ils sont utiles/intéressants/trop complexes; je préfère lire le texte moi-même...; je trouve mieux...*
- surveying or interviewing peers to report on shared progress, challenges and achievements, for example, *je sais compter/écrire/communiquer en français; j'ai un bon accent; je parle assez couramment; j'aime bien les gestes ; je trouve meilleur...*

Informing

Access and analyse information from different sources, identifying how culture and context influence the presentation of ideas

[Key concepts: information, representation, modality; Key processes: selecting, evaluating, interpreting, analysing]

(ACLFRC112)



Elaborations

- examining information obtained from different sites and sources to compare how young people are represented in the media, for example, comparing letters to the editor *about* young people with postings on forums conducted by young people
- listening to and viewing short informative texts such as documentaries or news reports, listing key words and points of information to be reused in own *newsflash* or *roman photo*, and considering how emphasis or perspective can reflect culture and context
- conducting surveys or structured interviews with classmates or online French-speaking contacts, comparing opinions and perspectives on community or personal issues, and identifying social or cultural variations
- listening to, reading or viewing excerpts from interviews with public figures such as politicians, sports stars, musicians or actors, noting how vocabulary, phrases or gestures are used to emphasise or clarify key points of information

Convey information on selected topics using different modes of presentation to suit different audiences

[Key concepts: content, audience, mode; Key processes: selecting, designing, presenting]

(ACLFRC113)



- presenting information in different formats for different audiences, such as potential consumers or voters, matching language and structure to context and content, for example, digital images and catchy by-lines in advertisements, persuasive language in election speeches (*C'est l'heure! Votez vert!*)
- explaining to others a procedure, game or practice, using simple language and supporting graphics, materials and gestures, for example, how to play *la pétanque*, cook an omelette, house-train a puppy, play an online game
- creating a web page for young French travellers looking for work in Australia, indicating different regional employment possibilities and providing key points of information about each region, for example, *les vendanges*, *au pair à la ferme*, *l'intérieur du pays*, *la côte*
- conveying information and ideas by aligning choice of language and text structure to topics and themes, for example, using emotive images and captions to highlight issues such as *la faim* or *l'anti-discrimination*, or rap rhythms and slogans to provoke reactions or to entertain

Creating

Respond to a range of traditional and contemporary texts, and compare themes and language style

[Key concepts: characterisation, themes, imagination, humour; Key processes: responding, comparing]

(ACLFRC114)



Elaborations

- comparing treatment of particular themes, such as romance, adventure or family, in a range of texts created at different times, identifying changes in values and perspectives over time (for example, *les fables*, *les contes*, *les dessins animés*, *la science fiction*)
- creating a shared database of imaginative, performative and expressive texts that they have enjoyed (such as songs, poems, cartoons and films), cross-referencing titles, genres, themes and values, and giving ratings and brief explanations for selections
- comparing contemporary French and Australian music by reading music magazines, viewing video clips and listening to music stations, identifying similarities and differences in expression, themes and styles of performance
- reviewing examples of French humour across different times and contexts (for example, *le mime*, *les blagues*, *les comiques*, *les dessins animés*), and considering similar changes in Australian expressions of humour according to era and context

Create imaginative texts to entertain, convey ideas and express emotions

[Key concepts: culture, expression, empathy, humour; Key processes: creating, performing, entertaining, reflecting]

(ACLFRC115)



- creating an imaginary persona or avatar in a French-speaking fantasy world, incorporating communicative styles and social behaviours observed in French texts
- creating a storyboard outline that transposes familiar characters to French-speaking contexts (for example, *Harry Potter débarque à Paris*), and providing a glossary of key vocabulary and expressions
- composing and performing short songs for imagined occasions (for example, *les anniversaires*, *le départ en voyages*), experimenting with vocal and non-verbal expression
- creating characters and contexts for simple unscripted interactions, such as explorers on an expedition or participants in a television reality show, providing sample descriptors and language, for example, *courageux*, *dynamique*, *plein d'initiative: du courage! Allez les gars! Timide, paresseux, toujours fatigué: pas encore! Ah non, c'est trop...*

Translating

Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another

[Key concepts: culture, translation, interpretation, meaning; Key processes: comparing, analysing, critical and cultural reading]

(ACLFRC116)



Elaborations

- experimenting with the translation of popular French expressions or idioms (for example, *être bien dans sa peau*; *ne pas être dans son assiette*; *revenons à nos moutons*), and explaining the potential for misunderstanding
- experimenting with various resources to assist in translation, including bilingual and monolingual dictionaries, electronic translators, encyclopaedias and other reference materials, for example, by comparing translations, back-translating and swapping useful references
- analysing translations of familiar texts such as children's stories or advertisements, considering the context in which they are produced and whether meaning is sometimes changed or lost in the process
- finding examples of expressions in Australian English that do not translate easily into French (for example, 'mad as a cut snake', 'the bush', 'a formal', 'schoolies'), explaining reasons for the lack of equivalence, why this may be the case and referencing sources of information that would help French learners understand or appreciate the context of use
- viewing excerpts of French/English subtitled films and evaluating the effectiveness of the translations (literal translation, non-translation, adapted translation)

Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts
[Key concepts: representation, bilingualism, interpretation;
Key processes: interpreting, explaining, comparing]

(ACLFRC117)



- providing bilingual captions for images of French or Australian scenes to explain cultural references, for example, bush, beach or city images
- creating websites or printed guides for intending international students to French or Australian schools, highlighting key terms and expressions associated with traditions, curricula, schedules or routines
- providing vocabulary lists and annotated cultural explanations for French-speaking visitors to events such as Australian sports days, swimming carnivals or family barbecues, explaining elements such as abbreviated language or team barracking
- creating a shared website with a group of French-speaking students, and posting news items, comments and questions in both French and English
- creating parallel bilingual captions for a display or exhibition, and comparing how meanings are conveyed in each language

Reflecting

Interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making

[Key concepts: frames, standpoints, reciprocity, reflection;
Key processes: expressing, discussing, noticing, adjusting]

(ACLFRC118)



Elaborations

- exploring the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings or behaviours, for example, attitudes to interruptions, personal space and physical contact, and degree of formality or directness
- using personal journals and discussions to reflect on critical incidents in the course of learning and using French, such as breakdowns or breakthroughs in communication, and discussing repair and recovery strategies and insights gained
- discussing ways in which the experience of learning and using French challenges preconceptions, stereotypes or attitudes
- exploring the process of 'decentring' from own linguistic and cultural standpoint and considering how ways of behaving and communicating might be perceived by people from different backgrounds

Consider and discuss own and others' cultural identities, and how they both shape and are shaped by ways of communicating and thinking

[Key concepts: identity, culture, communication; Key processes: observing, reflecting, explaining]

(ACLFRC119)



- examining the nature of identity, how it is fluid and dynamic and closely related to both language and culture
- noticing how identity is expressed through languages spoken by people in various cultural contexts, including the range of languages spoken by classmates and family or community members
- mapping their own linguistic and cultural profile, for example by creating a chart, timeline or web profile to highlight formative elements such as family languages, key relationships and intercultural experiences
- reflecting on the experience of learning and using French, considering how it might add a further dimension to own sense of identity
- developing a language for reflecting on language learning and intercultural experience, examining aspects that are unexpected, difficult or enjoyable

Understanding

Systems of language

Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways

[Key concepts: liaisons, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing]

(ACLFRC120)



Elaborations

- recognising and reproducing rhythms in more complex sentences, using pausing and intonation to signal clause sequence and emphasis
- using tone and intonation to indicate emphasis or emotion, for example, *elle a fait quoi? Il est tellement doué!*
- using words and expressions with more complex syllable combinations (*la magnitude, les augmentations, qu'est-ce que c'est que ça?*), building fluency and accuracy in relation to pitch, stress and rhythm
- understanding the function and patterns of use of liaisons and silent *h* forms in maintaining speech flow, for example, *L'Hôtel Splendide est situé au bord du lac; c'est en effet un hôtel splendide!*
- recognising the role of pronunciation, rhythm and pace in creating effects and suggesting relationships in oral texts such as stories, poems, songs and conversations

Extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality and the imperfect tense

[Key concepts: tense, mood, modality; Key processes: analysing, classifying, applying, explaining]

(ACLF RU121)



- understanding additional negative forms such as *ne... plus*, *ne...rien*, *ne...jamais*, *ne...que*, *ne...personne*
- understanding the function of comparative and superlative forms of adverbs and adjectives, for example, *vite*, *plus vite*, *le plus vite*; *moins jolie*, *la moins jolie*
- extending knowledge of *le passé composé*, understanding that verbs conjugated with *être* require agreement of the past participle with the subject (*elles sont parties hier soir*), and that verbs conjugated with *avoir* require agreement between the past participle and preceding direct object (*les fleurs que tu as achetées sont si belles*)
- understanding the function and use of relative pronouns (*qui*, *que*), emphatic pronouns (*eux*, *elle*), and direct and indirect object pronouns (*la*, *lui*, *nous*, *leur*)
- using *l'imparfait* tense, understanding how to distinguish between a completed and a continuing action in the past (*nous étions déjà au lit quand il est arrivé*)
- understanding the form and function of reflexive verbs (for example, *se laver*, *se lever*, *se présenter*), including the use of *être* and agreements in *le passé composé*
- understanding the function of impersonal expressions such as *il faut*, *on peut*, *on doit...*
- recognising how grammatical choices shade meaning and establish register, for example, use of *tu* or *vous* to distinguish relationship; use of *nous* to suggest inclusivity or shared identity; use of *on* to suggest distance
- developing metalanguage to talk in French and English about word order, verb moods, tenses or agreements, for example, *le passé composé*, *le verbe auxiliaire*, *les adjectifs possessifs*, *l'accord du participe passé*

Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements

[Key concepts: register, tenor, cohesion; Key processes: analysing, composing, explaining]

(ACLF RU122)



- identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects, for example, the positioning of the reader by the use of personal pronouns, imperative/interrogative verb moods and emotive language in advertisements
- comparing French and English versions of texts with easily recognisable language features (for example, love songs, recipes or horoscopes), noticing differences or similarities in imagery or focus that might be culturally significant
- interpreting, explaining and using textual conventions popular with young French speakers, for example, the use of contractions, abbreviations and acronyms in text messaging (*bjr* = *bonjour*; *A+* = *à plus*; *biz* = *bisous*; *12C4* = *un de ces quatre*)

Language variation and change

Elaborations

Recognise that French is used in varying ways to achieve different purposes

[Key concepts: language modes, register, context; Key processes: noticing, comparing, analysing, explaining]

(ACLF RU123)



- comparing spoken and written texts such as apologies or invitations to identify how differences in grammar and text features determine the nature of interactions, for example, formal or informal (*je t'invite! Nous serions très heureux de vous accueillir chez nous*)
- observing forms of communication in different situations, and explaining how elements such as body language and use of personal space or silence contribute to the nature of the interaction and reflect status or relationship
- examining the power of language to influence actions and beliefs (for example, analysing the wording of *appels de secours d'urgence: nous sommes de tout cœur avec les communautés dévastées...*), and noticing the use of grammatical choices to include or exclude, for example, *vous les autres... nous les jeunes...*
- recognising how diversity of expression and language forms reflects the diversity of individual and community perspectives and experiences

Examine the nature of language change in response to changing cultural conditions

[Key concepts: globalisation, intercultural contact, popular culture; Key processes: reflecting, analysing, comparing, explaining]

(ACLF RU124)



- identifying factors involved in language change and adaptation, for example by creating flowcharts or diagrams using captions such as *la mondialisation, l'immigration, le multiculturalisme, les médias, les informations*
 - finding examples of cross-cultural influences between French, English and Australian-English cultural expressions, art forms and vocabulary, for example, young musicians in France studying *le didgeridoo*
 - ✋
 - considering the concept of 'ecology' in relation to French and other languages; that is, the interaction of the language with constantly changing environments due to globalisation, technology, language shifts and exchange
 - understanding that languages increasingly blend to create new forms and functions, for example by comparing traditional creole languages in English-speaking and francophone communities
-

Understand the symbolic nature of language in local and global contexts

[Key concepts: power, symbolism, culture; Key processes: exploring issues, identifying, analysing, comparing]

(ACLF125)



- identifying the function and power of cultural expressions such as stories, symbols, icons and anthems, for example, *le tricolore*, *la Marseillaise*, *le fleur de lys*, the Dreamtime, Aboriginal and Australian flags



- considering how language marks respect, values and attitudes, and includes and excludes, for example, the language of law and medicine, the (changing) gendered nature of some professional titles in French (*un médecin*, *un chef*, *une professeure*), and access to community information for second language speakers
- reflecting on the power of language in relation to own and others' experience, for example, winning an argument or working out the meaning of unfamiliar French words; being locked out of conversations, or being a newcomer or an outsider in a social group

Role of language and culture

Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs

[Key concepts: culture, meaning, change; Key processes: reflecting, analysing, comparing]

(ACLF126)



Elaborations

- examining how changes to the French language reflect changes in some cultural practices and attitudes, for example, *le fastfood*, *la pub/le pub*, *Madame le Directeur*
- sharing ideas about how culture 'works' as a combination of beliefs, values and practices, and examining own personal and community cultural frames of reference and how and why these change over time
- using personal journals and group discussions to reflect on how learning French has impacted on own assumptions about French language, culture or identity
- considering how the experience of learning a new language has impacted on awareness of own communicative and cultural behaviours and of how these may be interpreted by others
- developing language for thinking and talking about cultural representation and expression, for example, 'perspectives', 'values', 'images', 'stereotypes', 'inclusions' and 'exclusions'

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. They communicate about immediate and personal interests and involvements (such as family, friends, interests), and some broader social and cultural issues (such as health, social media, international experience, the environment). They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. They use the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participe passé* form of verbs with *être* involves gender and number agreement. They identify the form and function of reflexive verbs (such as *se laver*, *se lever*) and use appropriate forms of possessive adjectives in own language production. They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes, such as entertaining or persuading. They use French to narrate and describe, matching modes of presentation to context and intended audience. They create bilingual texts (such as guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.

Students identify differences between spoken and written forms of French, comparing these with English and other known languages. They identify the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They make distinctions between familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. They use metalanguage for talking about language (such as formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (such as *préparer*, *préparation*; *le marché*, *le supermarché*, *l'hypermarché*). Students identify the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (for example, *la vie scolaire*, *la famille*, *les courses*, *les loisirs*, *la cuisine*). They explain to others French terms and expressions that reflect cultural practices (such as *bon appétit*, *bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, discussing how their ideas and ways of communicating are influenced by their membership of cultural groups.

The Australian Curriculum Languages - German

Overview

Context statement

The place of the German language and culture in Australia and in the world

German is an official language of Germany, Austria, Switzerland and Liechtenstein, Belgium, Luxembourg and in South Tyrol in Italy. It is also used as an official regional or auxiliary language in a number of other countries in Europe, and in Namibia in Africa. As one of three procedural languages for the European Union and the first language of 120 million Europeans, the German language showcases the cultural diversity and range of these German-speaking communities. In particular, the interplay between culture and language can be seen in the global influence of the past and contemporary achievements of German-speaking communities in architecture, the arts, engineering, philosophy, recreational pursuits, and scientific innovations, particularly those related to environmental sustainability. The conceptual understandings that sit behind this influence are reflected in the selection of text types and key concepts through which students will have opportunities to use German actively.

The place of the German language in Australian education

German has been taught in schools, universities and communities in Australia since the mid-1800s and by the 1930s was a well-established part of the Australian educational landscape. As well as being a core element of the tradition of a broad humanistic education, German can also be seen as a cultural marker of the waves of immigration from Western Europe. Migration from German-speaking countries is ongoing, thus continuing the contribution that German speakers have made in shaping Australian culture from the time of the first German settlements.

Strong partnerships have developed with organisations such as the Goethe-Institut, the German Embassy, the German-Australian Chamber of Industry and Commerce, the Bavarian Youth Ring student exchange organisation (BJR) and the German Academic Exchange Service (DAAD), to provide solid support for the teaching and learning of German in Australia.

The nature of German language learning

German and English are both derived from the Germanic branch of the Indo-European language family and share many similar lexical items (cognates) as well as grammatical features. Consequently, a native speaker of English has some immediate access to spoken and written German, and from an early stage learners can engage with authentic texts. Modern German also borrows from modern English, for example, *der Computer*, as does English from German, for example, 'kindergarten'. German is a pluricentric language with different standards and regional varieties.

German is a largely phonetic language with many of the same sounds as English, and the same Roman alphabet. In addition to the standard 26 letters, there is the use of the *Umlaut* (Ä/ä, Ö/ö and Ü/ü) and the *Eszett* (ß). A major difference in orthography from English is the capitalisation of all nouns, a feature that assists the comprehensibility of written texts.

German is well known for its morphological creativity in forming long words through compounding. The German language has two different forms of address, formal and informal, dependent on the relationship between the communicators. German speakers generally rely more heavily than native speakers of Australian English on the use of the imperative to effect action, thus sometimes appearing to be more direct.

Other distinctive features of German are noun gender (masculine, feminine or neuter) and the case system. Changes in the articles of nouns and in pronouns and adjective endings mark the four cases, indicating subject and direct and indirect objects, as well as possession. Marking cases in this way leads to flexibility in word order which is not possible in English. Sentences may appear long to English users, but the case markers and clear and consistent punctuation rules aid comprehension.

The diversity of learners of German

The cohort of learners of German in Australian schools generally comprises students who are second language learners.

Within this pathway, learners demonstrate a range of degrees of exposure to and experience in German. Some learners will have little familiarity with German, although they will most likely have experience of English, another Germanic language; others will have German heritage or a family member who has knowledge of German and/or connections with German-speaking countries.

There are a number of different types of schools in Australia that cater for a range of pathways. In addition, community-driven early-years playgroups are growing in number. Mainstream school provision for background learners is limited, although there are some notable examples of bilingual programs which also cater for non-background students. There are also several complementary providers for German, including distance education and community schools.

The Australian Curriculum: Languages, Foundation to Year 10 – German is pitched to second language learners; that is, to the dominant cohort of learners of the language in the current Australian context. Teachers will make appropriate adjustments to the curriculum to cater for learners of different backgrounds and differentiate learning experiences for these students.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - German are available as PDF documents.

Languages - German: Sequence of content

Languages - German: Sequence of Achievement - F-10 Sequence

Languages - German: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum Languages - German Years F–10 Sequence

Foundation to Year 2

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

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]

(ACLGEC103)



Elaborations

- exchanging simple greetings, thanks and good wishes using formulaic expressions, adjusting language to suit the situation, for example, *Ich heie ... und du? Guten Morgen! Auf Wiedersehen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!*
- using simple statements to describe themselves and to express likes and dislikes, for example, *Ich bin fnf. Ich wohne in ... Ich mag ... (nicht).*
- sharing ideas about people and belongings, for example, *Mein Teddy heit ... Das ist meine Schwester/mein Ball.*

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]

(ACLGEC104)



- participating in songs, rhymes and chants by singing and using actions, for example, *Kopf, Schulter, Knie und Fu; 1, 2, Polizei*
- playing games such as *Hatschi Patschi*, *Hier ist Platz*, *Lotto* and *Stille Post* and using associated language, for example, related to turn-taking (*Wer ist dran? Ich bin dran*) and forming groups using numbers or colours (*Blau ist hier; Gruppe 2 ist hier*)
- following a model to create a shared digital/online text, such as adding key information on a class invitation (*Wann? Was? Wer? Wo?*)
- making choices in routine activities such as the selection of a song from the class songbook, for example, responding to the question *Was singen wir heute?*

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]

(ACLGEC105)



- responding with actions/gestures to questions such as *Wo ist ... ?* and instructions such as *Bitte aufstehen, (Klasse 1)! Hände auf den Kopf! Alle zusammen! Achtung!*
- recognising and responding to simple questions, using supporting intonation and gestures, for example, *Wer/Was ist das? Das ist ... ? Ist das ... ? Nein, das ist ...*
- using German for everyday routines such as roll call (*Hier bin ich*) or naming the day of the week (*Es ist Montag*)
- following simple directions supported by gestures to locate items in the classroom or playground, for example, *links, rechts, auf dem Boden, hinter Peter, unter dem Tisch*
- responding to and making polite requests, for example, *Ich möchte ... , bitte. Bitte schön!*

Informing

Identify key words and information in simple shared texts related to personal worlds

[Key concepts: literacy, text; Key processes: locating, matching, ordering]

(ACLGEC106)



Elaborations

- recognising symbols, words and phrases of written German, for example, labels, titles and captions
- recognising key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding
- demonstrating understanding by labelling, pointing, matching, clicking, dragging, drawing, miming, facial expressions and actions
- locating specific words and expressions, for example, in spoken texts by clapping or raising hands, and in written texts by pointing to or highlighting the word(s)
- ordering/matching items of information in relation to different texts, such as responding to questions about story, for example, *Wer ist das? Er hat drei Brüder und wohnt in ...*

Convey factual information about self, family and possessions through pictures, labels, captions and short descriptions, using familiar words and modelled language

[Key concepts: identity, belonging; Key processes: naming, labelling, describing]

(ACLGEC107)



- using key words and simple phrases to annotate a picture, diagram or photo for public display
- contributing to a digital photo story on *Meine Klasse*, for example, writing and recording captions to own photos (*Das bin ich. Ich heiße... und ich bin... Das ist meine Mami. Sie ist nett*)
- using simple sentence structures, familiar vocabulary, supporting resources and gestures to communicate about self and the immediate environment, for example, *Ich bin im Kindergarten. Ich bin in Klasse 1. Das ist mein Kissen.*
- conveying aspects of shared knowledge about German language and culture, such as by pointing to places on a map or pictures of symbols or typical foods, for example, *Das ist Deutschland. Die Flagge ist Schwarz-Rot-Gold.*

Creating

Elaborations

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]

(ACLGEC108)



- responding to imaginative print and digital texts, such as stories, rhymes or cartoons, by performing excerpts of texts or creating their own texts, using repetitive actions, gestures and words/sentences, and sequencing pictures from the text to reflect the correct order of events
- expressing a personal opinion of a text, for example, *Das ist lustig/komisch/langweilig*
- drawing their favourite character or scene from stories, rhymes, songs or cartoons such as *Schnappi* and attaching/writing a simple evaluative statement, for example, *... ist fantastisch. Ich mag ...*
- performing the story of a book, for example, *Wir gehen auf Bärenjagd, Der Baum und das Mädchen, Weißt du wie lieb ich dich hab?*
- reading or viewing English and German versions of a familiar print or digital text such as 'Spot'/'Flecki' or 'Bob the Builder'/'Bob der Baumeister', and noticing similarities and differences
- responding in German or English to questions about a text, for example, *Wer ist das?; War das eine gute Idee?; Und dann ... ?*
- contributing to a collaborative retelling of a text using prompts such as pictures, cut-outs or puppets

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]

(ACLGEC109)



- using story maps to share an imaginative experience such as what they would eat over a week, for example, like the caterpillar in *Die kleine Raupe Nimmersatt*, using digital technologies
- creating and presenting own Big Books in German based on a familiar Australian text such as 'Tiddalick' or 'Kookaburra sits in the old gum tree'
- creating short dialogues, for example, between dolls, puppets and toys, using familiar modelled language

Translating

Elaborations

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]

(ACLGEC110)



- distinguishing between German and English in spoken and written form (*Ist das Deutsch oder Englisch?*), considering factors such as pronunciation, capitalisation of nouns, and the use of cursive script in some texts for children
- comparing greetings and terms for numbers, family members and familiar objects in German, English and other known/common languages, and noting similarities
- comparing the words on bilingual signs around the school, such as *Spielplatz*/playground, *Schulkantine*/tuckshop
- interpreting/translating from German into English greetings and other learnt language items for new students or non-German speakers
- teaching a family member some German, for example, greetings, how to play a German game or sing a German song

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]

(ACLGEC111)



- collecting German and English words that are similar or identical in spelling and have the same meaning but are pronounced differently, for example, *Baby*, *singen*, *braun*, *Klasse*
- making and displaying labels for common objects in the classroom and home
- compiling and displaying illustrated class German–English and English–German dictionaries or alphabet posters of classroom language and key vocabulary

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]

(ACLGEC112)



Elaborations

- recognising that some German language use is similar to English, such as greetings used according to the time of day and the formality of a situation, for example, *Guten Morgen* and *Morgen! Tag! Hallo!*
- noticing similarities and differences in cultural practices and stating own reactions to the language used, for example, *Das ist anders/gleich* when noticing such things as how a child beginning school is celebrated in a German-speaking country with a *Schultüte* or how a German speaker wishes others luck with *Daumen drücken*
- describing how it feels to use German, such as when singing a song or hearing German spoken by others, and noticing differences in behaviour, voice or body language when speaking German
- comparing aspects of Australian and German children's lifestyles, for example, ways of playing games, buying or eating food, interacting with family members and participating in school life

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]

(ACLGEC113)



- identifying self as part of a family, class or peer group, and representing these relationships in a variety of ways, such as through drawing pictures or by adding captions to photos
- describing what languages they know and are learning, for example, *Ich kann Englisch und Arabisch. Ich lerne Deutsch*
- eliciting and giving personal information that signals identity within home and school contexts, including age and appearance, characteristics, class and school, for example, *Ich bin sechseinhalb.; Ich habe braune Haare. Ich bin in Klasse 1F*
- investigating the question 'Where do I belong at school?' by analysing and describing various ways that schools identify different groups within a school, such as by class levels (Foundation to Year 6), different classroom teachers, different play areas, wearing of school uniform, or changing rights and responsibilities

Understanding

Systems of language	Elaborations
<p>Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds</p> <p>[Key concepts: pronunciation, intonation; Key processes: listening, imitating, recognising]</p> <p>(ACLGEU114)</p> 	<ul style="list-style-type: none"> • building phonic awareness by recognising and experimenting with sounds and rhythms, focusing on those that are novel and initially difficult such as <i>ch</i> (<i>ich</i> or <i>acht</i>), <i>u</i> (<i>du</i>), <i>r</i> (<i>rot</i>) and <i>z</i> (<i>zehn</i>) • developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context • developing familiarity with the German alphabet and sound–letter correspondence through singing <i>das Alphabetlied</i>, identifying and naming letters, tracing words, and playing alphabet and spelling games such as <i>Ich sehe was, was du nicht siehst</i> using initial sounds or <i>Galgenmännchen</i> • understanding that although German and English use the same alphabet there are additional symbols in German: the <i>Umlaut</i> to alter the pronunciation of particular vowels (<i>ä, ö, ü</i>) and the <i>Eszett</i> (<i>ß</i>) • noticing that all nouns are capitalised in German

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]

(ACLGEU115)



- noticing that German has multiple words for 'the' and 'a/an'
- identifying people, animals and things using an article and a concrete noun (*der Lehrer, eine Freundin*) or a pronoun (*ich, du, er, sie, es, wir*)
- using the possessive adjectives *mein/e* and *dein/e* or a form of *haben* and an indefinite article to express a relationship to a person or object, for example, *Das ist mein Bleistift; Ich habe einen Bruder*
- describing people, animals or objects using *bin/bist/ist* and an adjective, for example, *Ich bin klein; Der Bär ist braun; Das Buch ist neu*
- understanding and describing actions using verbs such as *gehen, kommen, machen, malen, lesen, schreiben, sehen, singen, spielen* and *wohnen*
- negating verbs and adjectives using *nicht*
- understanding and using some question words and the intended/related answer in limited contexts, including *was* (an object), *wer* (a person), *wie* (manner), *wo* (a place), *wann* (a time) and *wie viele* (quantity)
- understanding the location or origin of a person or object, such as *hier, links* and *rechts*, and prepositions such as *auf, aus, hinter, in, neben* and *unter*
- gaining awareness of vocabulary referring to time, such as days, months, time of day (*Morgen, Nachmittag, Mittag*) and o'clock time, for example, *Es ist drei Uhr*.
- gaining awareness of terms referring to quantities of people and things, including cardinal numbers (0–20) and *mehr, viel/e, nichts* and *kein/e*

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]

(ACLGEU116)



- understanding that texts can be spoken, written, digital, visual or multimodal, and that they can be very short (*Stopp!*, or a hand gesture to signal *Komm her!*) or much longer
- recognising that different types of texts have different features, for example, rhythm and repetition in action songs and rhymes
- comparing similar texts in German and English, such as counting games or simple maps, identifying elements in the German texts which look or sound different
- identifying familiar text types such as songs, rhymes, picture books, games, family trees and tables, and naming key features, for example, *Titel, Seite* and *Bild*

Language variation and change

Elaborations

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]

(ACLGEU117)



- recognising different forms of address and greeting, depending on time of day and the gender and social status of participants, for example, first names with peers (*Tag, Luke!*) and *Guten Morgen, Frau Stein!* for the teacher
- recognising that there can be different forms of address for the same person, for example, *Mama, Mutti, Mami, Mutter*
- understanding that the level of detail required can vary depending on the context, for example, *Ich bin 5; Ich bin 6 Jahre und 3 Monate alt; Ich bin fast 7.*

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]

(ACLGEU118)



- exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages



- exploring the different languages used by their family or peers, for example, by creating a language map with greetings in each language represented in the class
- recognising that German is an important world language spoken in many countries in the world apart from Germany, including Australia
- recognising that English and other languages have borrowed German words, for example, *Hamburger, Kindergarten* and *Glockenspiel*, and that many words are shared across languages, for example, 'computer', 'bus', 'taxi' and 'auto'

Role of language and culture

Elaborations

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]

(ACLGEU119)



- exploring the meaning of 'culture', how it involves visible elements, such as ways of eating or symbols such as flags, and invisible elements, such as how people live, what they value, and how they think about themselves and others
- understanding that learning German involves ways of using language that may be unfamiliar, for example, using *Guten Appetit* before commencing a meal or using *danke* when refusing an offer
- noticing expressions and terms that are used in Australian contexts, such as for foods, animals, sports and activities, for example, 'sausage roll', 'Vegemite', 'joey', 'possum', 'Little Athletics'
- understanding that gestures differ across cultures, for example, shaking hands is generally more common in German-speaking countries than in Australia and omission to do so may be considered impolite from a German perspective

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 heiße ... 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.

Years 3 and 4

The nature of the learners

At this level, children are developing awareness of their social world and membership of various groups, including that of the German class. They have developed initial literacy in English, and this assists to some degree in learning German, such as writing in the Roman alphabet. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

German language learning and use

The development of oral proficiency at this stage continues to rely on rich language input in different modes and from different sources. Learners build active listening and comprehension skills, using contextual, grammatical, phonic and non-verbal cues. Language is authentic with some modification, involving familiar vocabulary and simple structures. The balance between listening and speaking gradually shifts as learners are supported to use the language themselves in familiar contexts and situations, exchanging simple ideas and information, and participating in predictable activities and interactions, shared tasks, performance and play. They continue to build vocabulary that can be adapted for different purposes, and to use simple grammatical forms with some accuracy to communicate in familiar contexts.

A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use with opportunities for purposeful communication.

Contexts of interaction

The contexts in which learners interact in learning and using German are primarily local – the classroom, school, home and community – with some access to wider communities of German speakers through audiovisual and digital technologies.

Texts and resources

Learners develop literacy skills and textual knowledge through supported engagement with a range of spoken, written, visual and multimodal texts. Imaginative texts (such as picture books, fairy tales, puppet plays, songs and digital games) involve the expressive and cultural dimensions of language. Procedural, informative and descriptive texts (such as recipes, annotated posters, and family and class profiles) show how language is used for a variety of purposes.

Features of German language use

Learners notice features of German communication such as the use of gestures, facial expressions and intonation patterns. They become familiar with the idea of grammatical gender and become familiar with how to use singular and plural forms. Learning German contributes to the process of making sense of their personal/social worlds that characterises this stage of learners' development. As they encounter German language and culture they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating. This leads to exploring concepts of identity, commonality and difference, and to becoming aware of themselves as communicators in particular cultural contexts and communities.

Level of support

This stage of learning involves extensive support. Form-focused activities build learners' grammatical knowledge and understanding, developing accuracy and control in spoken and written German. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection.

The role of English

Learners use German for classroom routines and structured learning tasks, and for listening to and viewing German texts. English is used for class discussions, such as noticing and discussing aspects of German language and culture; for comparing English and German languages and cultures; and for reflecting on the process of learning another language.

Years 3 and 4 Content Descriptions

Communicating

Socialising

Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities

[Key concepts: friendship, identity; Key processes: describing, expressing]

(ACLGEC120)



Elaborations

- exchanging information about their siblings, homes, pets and activities, for example, *Ich habe einen Bruder und zwei Schwestern. Wir haben einen Hund und vier Vögel. Kannst du gut schwimmen? Ich wohne in einer Wohnung und ich habe eine Katze.*
- using common responses to frequently asked questions or comments (*sehr gut, das stimmt, ich auch, ich nicht, igitt!*), imitating modelled intonation and stress patterns
- asking and answering questions relating to concepts such as time, place, number, days of the week, months and seasons, for example, *Wann spielst du Basketball? Wer hat im August Geburtstag? Wo spielst du Hockey? Wie viele Hobbies hast du?*
- exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form

Participate collaboratively in shared class experiences and transactions

[Key concepts: participation, creativity; Key processes: exchanging, negotiating, planning]

(ACLGEC121)



- creating a shared digital photo story after a class activity or event such as a visit to a German restaurant
- following procedures and instructions with peers, for example, how to create a *Hampelmann* or *Lebkuchenhaus*
- preparing a German item for a school performance, for example, *Schnappi* or *Kleiner Hai* song, *Hänsel und Gretel* play
- conducting real or simulated transactions such as a 'picture swap' or choosing a present for a friend, for example, *Lara mag Puppen. Was kostet die Puppe?*

Participate in everyday classroom activities, responding to questions, instructions and requests, asking for clarification or assistance and making simple statements about own and others' learning

[Key concepts: support, learning strategies; Key processes: requesting, clarifying, responding]

(ACLGEC122)



- asking and responding to questions related to a learning activity or lesson, for example, *Wie bitte? Ich verstehe das nicht. Welche Seite? Wie sagt man das auf Deutsch? Wie spät ist es? Bist du fertig?*
- apologising, making polite requests (including attracting attention), and asking for assistance and permission, for example, *Tut mir Leid! Entschuldigung, Frau Lenz! Hilfe, bitte!; Darf ich bitte auf die Toilette gehen?*
- commenting on own and others' learning, for example, *Super! Tolle Arbeit! Gut gemacht!*

Informing

Elaborations

Obtain and process information from peers and texts related to personal, social and natural worlds

[Key concepts: community, family, friends; Key processes: reading, listening, selecting, organising]

(ACLGEC123)



- gathering information about a fellow student or German speaker relating to family, home, interests and abilities, and compiling the information in a modelled format, such as *Steckbrief*
- obtaining information about lifestyles in German-speaking countries (homes, schools, climate, pets, geography) from shared and independent reading of simple digital texts
- collecting information about different animal species (*Haustiere, Wildtiere, Waldtiere, australische Tiere*), and creating a display with names and appropriate adjectives, for example, *Der Löwe ist mutig und stark*.
- identifying points of information in short spoken texts with some unfamiliar language, for example, the name and number on a recorded phone message, the age of a child interviewed, some items on a recorded shopping list
- comparing information about activities and practices across cultures, for example, reading, viewing or listening to texts related to aspects of school life such as timetables, canteen menus, extracurricular activities and sports
- working in groups to obtain and use factual information from texts related to other learning areas, for example, completing a simple science experiment, naming countries and significant land features, or recording distances using geography skills

Present information in modelled spoken and written texts relating to personal, social and natural worlds

[Key concepts: family, friends; Key processes: describing, presenting, collating]

(ACLGEC124)



- introducing family members and friends, identifying relationships and cultural backgrounds (*Das ist mein Opa. Er kommt aus China.*), using simple descriptive language and supporting resources to enhance meaning
- collecting information about one another's likes, dislikes or interests, using checklists, surveys or question cues to present a class profile, chart or database, for example, *Lieblingstiere, Lieblingssport, Lieblingsserie, Lieblingsmusik*
- selecting information gained from print, visual or digital texts to design a class book or digital display, for example, details of animals and their habitats and/or food from a zoo website or a children's documentary film about wild animals (*Der Affe wohnt im Dschungel*)

Creating

Elaborations

Respond to imaginative print and digital texts in a variety of ways such as by acting out events, identifying favourite elements and making simple statements about characters
[Key concepts: character, events; Key processes: describing, retelling]

(ACLGEC125)



- using modelled structures and picture prompts to retell the basic plot of a narrative, or making simple summary statements, for example, *Shrek und Fiona sind im Schloss*.
- creating a profile of a favourite character from a text, including features such as *Name, Alter, mag/mag ... nicht, Aussehen* and *Bild*
- creating a timeline of the main events of a story using pictures, words and/or simple sentences
- using a thinking tool to respond to an imaginative text in various ways, such as describing what emotions they feel listening to the story, for example, *Das macht mich glücklich/traurig/nervös*
- acting out a text with a repetitive plot and/or dialogue, for example, *Das Rübenziehen*

Create imaginative texts such as simple plays, poems and stories, using formulaic expressions and modelled language as well as simple visual supports
[Key concepts: fantasy, entertainment, amusement; Key processes: performing, creating, presenting]

(ACLGEC126)



- collaborating to create and perform a new version of a traditional or contemporary text, for example, the script of a play for the German fairy tale *Die Bremer Stadtmusikanten*
- creating and performing a puppet play involving a German character and an Australian character, such as *die Maus (Die Sendung mit der Maus)* meeting Bananas in Pyjamas or an *Igel* meeting an echidna, using modelled German language
- using digital technologies to create and illustrate short imaginative texts designed to amuse or entertain, such as *Mein Traumhaus (Ich wohne in einem Schloss. Mein Schloss ist sehr alt, groß und schön)* or fantasy stories featuring imaginary creatures
- producing and presenting illustrated or multimodal texts using a modelled structure, for example, an acrostic poem based on their first name or *Elfchen*

Translating

Elaborations

Compare aspects of German and English language, such as vocabulary, sounds and rhymes, and cultural information, and share with peers and family

[Key concepts: meaning, interconnection; Key processes: comparing, interpreting, explaining]

(ACLGEC127)



- comparing and matching key words in German and English, such as names for German-speaking countries and some cities (*Deutschland/Germany, Wien/Vienna*) and animals
- listening to the way animal sounds are represented in German, such as in *Das kleine Küken* animation, and comparing them with English and other languages, for example, *Ein Hahn macht, kikeriki, ein Hund macht, wau wau*
- sharing an item relating to German language and culture through the school newsletter, at an assembly or in a library display, such as an *Ostereierwettbewerb* and *Osterbaum*, or electronically displaying links to digitally produced student items such as movies or photo-text collages
- comparing the Australian and German ways of writing a postal address, for example, in German the *Hausnummer* appears after the street name and the *Postleitzahl* appears before the suburb/town

Produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community

[Key concepts: vocabulary, translation; Key processes: labelling, matching, translating]

(ACLGEC128)



- making and using individual word lists, and print and digital dictionaries, for example, using digital tools
- producing classroom signs such as *Bitte mach die Tür zu! Hier sind die Scheren/Klebestifte/Stifte!*
- creating bilingual texts for the classroom or school community, such as posters, library displays or online newsletter items

Reflecting

Notice and describe what looks or feels similar or different to own language and culture when interacting in German

[Key concepts: communication, difference, respect; Key processes: noticing, comparing, describing]

(ACLGEC129)



Elaborations

- recognising that there are similarities and differences between German and English ways of showing politeness, for example, the use of family names after *Frau* and *Herr*, responding to *danke schön* with *bitte schön*, shaking hands
- noticing how own language use influences expectations about German language use, for example, wanting to use one word for 'you', and not expecting to capitalise all nouns
- considering how aspects of own language might be understood from a German perspective, for example, culture-specific expressions such as 'school assembly', 'kick a footy', or eating 'brekky'
- noticing that there are alternative ideas and ways of interacting to those offered by one's own language and culture
- exploring how language is linked to a place, time and people, and what they do together, for example, by examining the meanings and associations they make with words and expressions such as *zu Hause*, *Pausenbrot* and *Spielplatz*

Describe their own experiences of learning and using German and explore their sense of identity, including elements such as family, cultural heritage and friends

[Key concepts: self, family, friends; Key processes: exploring, comparing, identifying]

(ACLGEC130)



- comparing own experiences of learning German with peers', and imagining what aspects of English a German speaker might find challenging and why
- participating in an online discussion about learning and using another language, reflecting on the experience of becoming bilingual (or, in the case of some learners, plurilingual), and considering what advantages this brings and whether it impacts on identity
- comparing learning a language at school with another context for learning a language, such as at home, at community language school or on holiday
- communicating about identity and language use within the family context, such as positioning self within the family and identifying own and family members' heritage, for example, *Ich bin Australier/-in. Mein Opa kommt aus Griechenland.*
- identifying family traditions and possessions that stem from another culture, such as opening presents on Christmas Day or *Heiligabend*, learning folk dancing, or having a German grandparent's name

Understanding

Systems of language

Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts

[Key concepts: pronunciation, intonation, accents; Key processes: distinguishing sounds, recognising, practising]

(ACLGEU131)



Elaborations

- recognising and practising short and long vowel sounds, initial consonants and blends, for example, *ja, rot, singen, Sport, Winter, zwei*
- recognising and using the *Umlaut* and *Eszett* to pronounce and write familiar German words
- understanding that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations (*Du bist acht. Du bist acht? Du bist acht!*)
- encoding and decoding familiar German words using alphabetic knowledge of single letters, consonant clusters (*sch*) and vowel combinations (*au, ei, eu, ie*), applying learnt memory aids such as 'when E and I go walking, the second one does the talking'

Notice and apply elements of German grammar such as gender and singular/plural forms, adjectives, adverbs, pronouns and word order in simple spoken and written texts [Key concepts: word order, connections, syntax, cases; Key processes: noticing patterns, making connections]

(ACLG EU132)



- recognising the link between a noun's gender and its definite/indefinite article and nominative pronoun in relation to people, for example, *der Bruder, ein Bruder, er*
- using the nominative and accusative indefinite articles to denote an unspecified person or object, for example, *Rotkäppchen hatte einen Korb.*
- comparing pluralisation of nouns in German and English, and using *die* for plural nouns in German, for example, *der Apfel/die Äpfel*
- describing a relationship using a possessive adjective, for example, *mein/e, dein/e, sein/e, ihr/e*
- understanding and using pronouns to refer to people, for example, *ich, du, er, sie* (singular); *wir, ihr, sie* (plural); *Sie heißt Anna. Sie heißen Ben und Sarah.*
- using the correct verb form associated with a noun or pronoun or combination thereof, for example, *Die Lehrerin singt ein Lied; Herr Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch.*
- using present tense forms of irregular verbs such as *haben* and *sein* and recognising similarities to the English verbs 'to have' and 'to be'
- describing capabilities and preferences using limited forms of the modal verbs *können* and *mögen*, for example, *Ich kann gut schwimmen. Er mag Cricket. Wir möchten eine Party machen.*
- understanding and describing current and recurring actions using verbs such as *essen, fliegen, fressen, laufen, leben, schwimmen, sprechen* and *trinken*
- understanding and describing past events using the simple past tense of familiar verbs such as *war, hatte, ging, sah, spielte* and *machte*
- joining words, phrases and sentences using *und, oder* and *aber*
- understanding the meaning of and using common time phrases and cohesive devices, for example, *gestern, heute, dann* and *zuerst*
- understanding and formulating questions using subject-verb inversion, for example, *Magst du Sport?*
- understanding and using a range of question words and the intended/related answer, for example, *woher, welcher* and *wie viel*
- locating events in time with regard to days, months, seasons and 'half past' time, for example, *Ich spiele im Winter Fußball. Die Schule beginnt um halb neun.*
- describing location formulaically using prepositional phrases such as *im Wasser, in der Luft, auf dem Land, neben dem Tisch* or *auf der linken Seite*
- using ordinal numbers to give the date, for example, *Heute ist der dritte Juli. Er hat am siebten August Geburtstag.*
- referring to quantities of people and things (including money) using cardinal numbers up to 100

Identify the purposes of familiar personal, informative and imaginative texts such as maps, calendars and fairy tales, and explain how particular features of such texts help to achieve these purposes

[Key concepts: text function, structure, features of texts; Key processes: classifying, comparing, explaining]

(ACLG EU133)



- classifying a range of digital and other texts such as fairy tales, recipes, instructions, advertisements, greeting cards, maps or songs according to their purpose(s) (such as to entertain, describe or instruct), discussing and justifying choices in English
- comparing wall calendars from a German-speaking country and Australia in terms of structure, public holidays, pictorial representation of seasons, and cultural influences
- identifying and comparing the features of different types of texts, such as a cookery book, a picture storybook or a comic
- discussing the structure of shared reading texts, identifying sentences, questions, answers and greetings (*Satz, Frage, Antwort* and *Gruß*), and recognising how different textual elements such as title, layout, script and images combine to make meaning

Language variation and change

Elaborations

Recognise some of the common variations in German as it is used in different contexts by different people

[Key concepts: variation, register; Key processes: noticing, comparing, exploring]

(ACLG EU134)



- noticing that the teacher uses different words for 'you' when addressing one or more students, for example, *Setz dich, Peter! Setzt euch, Kinder!*
- comparing ways in which language changes according to purpose and text type, for example, differences in amount of language, tone and layout between a dialogue and a list of instructions
- investigating the different names used to address the one person in various contexts ('James Brown from 3M', 'Jimmy', 'mate', 'kid'), and considering when, by whom and why different names are used, reflecting on the effect a name choice can have on shaping the relationship between the speakers
- exploring questions such as why we have greetings and what different greetings tell us, for example, time of day, relationship with the speaker, and background of the speaker

Recognise that German and English are related languages and that German is an important European and global language

[Key concepts: global language, culture, identity; Key processes: identifying, exploring, researching]

(ACLG EU135)



- exploring some similarities between Germanic languages, such as Dutch, English and German cognates
- recognising that German is an official language of the 'DACHL' countries (Germany, Austria, Switzerland, Liechtenstein) as well as in Belgium, Luxembourg and South Tyrol
- finding examples of German used at home or in the community and creating a class collection or display, for example, products, labels or words used in English language advertisements, shop signs, recipe books or menus

Role of language and culture

Elaborations

Make connections between culture and language use, for example, by identifying vocabulary and expressions that reflect cultural values, traditions or practices

[Key concepts: connections, values, traditions; Key processes: identifying, describing]

(ACLGEU136)



- comparing terms across German-speaking cultures, for example, *Liebchen/Liebling*, *mein Schatz*, *Spitznamen*
- recognising that language carries cultural ideas, for example, *Sommerbeginn*, which is officially 1 December in Australia but 21/22 June in Europe; *hitzefrei* ('heat-free'), referring to the practice of dismissing students early from school if a certain temperature is reached or forecast; or *Wald*, the setting in many German fairy tales
- recognising character traits and values, such as those of animal characters in German stories, for example, the wolf in *Rotkäppchen*, and comparing them with familiar Australian stories
- learning how to communicate about culture and language using terms such as 'meaning', 'difference' and 'behaviour'
- discussing parallel expressions such as 'G'day'/'Tag', 'morning tea'/'Kaffeepause' and 'Bless you'/'Gesundheit'

Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their personal worlds, for example, *bitte schön; Ich bin dran; Welche Farbe? Wie viele Geschwister hast du? Mein Lieblingsspiel ist Lotto*. They reproduce German short and long single vowel and diphthong sounds, including *Umlaute*, and *Eszett*, and initial consonants and blends, for example, *Post/los, mein, die, Bruder/Brüder, heißen, ja, rot, singen, Sport, Winter, zwei*. They answer questions related to their personal worlds with factual information, and respond to imaginative texts by identifying favourite elements, sequencing main events and producing short scaffolded summaries. They create short, simple sentences from modelled language and use coordinating conjunctions, for example, *und, aber, oder*, to compose short original texts. They use some forms of common regular verbs in the present tense, (for example, *heißen, kosten, spielen, wohnen*), some irregular verb forms, (for example, *bin, bist, ist, sind, hast, hat*), and limited forms of modal verbs, (for example, *kann, mag, möchte, muss*), simple past tense verbs, (for example, *hatte, ging, war*) and the accusative case, (for example, *Ich habe einen Hund.*). They respond to and use interrogatives, such as *was, wann, wer, wie, wie viele, wo* and some *ja/nein* questions. They refer to time, manner and place using familiar words and phrases, for example, *morgen, sehr gut, im Wald*. They compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and they create texts in German and English for the classroom and school community. They identify ways in which culture influences aspects of communication in routine exchanges such as greetings, and describe their own sense of identity, including elements such as family, cultural heritage and friends.

Students identify German as an important European and global language and give examples showing how it is related to English. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They identify the purpose of the *Eszett* and show how the *Umlaut* alters the pronunciation of particular vowels (*ä, ö, ü*). They identify single letters, some consonant clusters (*sch*) and vowel combinations (*au, ei, eu, ie*). They identify the audience and purpose of familiar personal, informative and imaginative texts. They give examples of how language use varies according to the participants, purpose and context of an exchange. They give examples of how language and culture are intrinsically linked, and identify cultural values, traditions or practices that are conveyed in words and expressions they and others use.

Years 5 and 6

The nature of the learners

At this level, students are expanding their social networks, experiences and communication repertoire in both their first language and German. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context, and of the world around them. They are noticing additional similarities and differences between German language and culture and their own.

German language learning and use

Learners use German with one another and the teacher for an increasing range of purposes: exchanging information, expressing ideas and feelings, and functioning within a German learning environment. They are able to work increasingly independently, but enjoy working collaboratively as well as competing with one another. Learners' ability to communicate within familiar contexts is developing in terms of fluency and accuracy. Their pronunciation, intonation and phrasing are more confident, and they control and access wider vocabulary resources and use an increasing range of strategies to negotiate meaning. Shared tasks develop social, cognitive and language skills, and provide a context for purposeful language experience and experimentation. Focused attention to language structures and systems, literacy skills development, and exploration of cultural elements of communication are conducted at least in part in German. Learners use digital technologies to support their learning in increasingly independent and intentional ways, such as exchanging resources and information with one another and with young people of the same age in German-speaking communities, accessing music and media resources, maintaining blogs and other web pages, creating presentations, and participating in social networks.

Oracy development at this level includes active listening to a range of input from different sources and building more elaborated conversational and interactional skills. This involves turn-taking, 'reading' language for cultural and contextual meaning, building on others' contributions, and making appropriate responses and adjustments. Learners begin to engage in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information; structuring, rehearsing and resourcing the content of presentations; and selecting appropriate language to engage particular audiences.

Contexts of interaction

The contexts in which learners interact in learning and using German are sometimes extended beyond the classroom, school, home and community as they have some access to German speakers and cultural resources in wider contexts and communities such as through the use of digital technologies.

Texts and resources

Literacy development involves increasingly independent engagement with a wider range of texts. Learners use a range of cues and decoding strategies to assist comprehension. They make connections between ideas, contexts and language within and between texts. Learners are able to provide simple summaries of and responses to texts. They begin to produce clearly structured original texts for different audiences and purposes. With support they are able to edit their own written work for common grammatical and orthographic errors.

Features of German language use

Learners increase their range of German vocabulary, pronunciation, and grammar and textual knowledge. They use present tense forms of regular and irregular verbs, including some modal verbs and common separable verbs, and use plural forms of nouns and possessive adjectives. They add detail and expand simple sentences by using adverbs, phrases and some conjunctions. They move between statement, question and imperative forms and use simple negative constructions. They develop metalanguage to comment on grammar and vocabulary. As they use German to interact in different situations and to engage with different resources, learners develop an understanding of how language and culture influence each other. They learn to recognise how language features and expressions reflect cultural values and experiences, for example, language variation relating to age, gender, and relationship between participants, and how grammatical forms or vocabulary choices can affect the 'meaning' that is made, for example, using informal or formal forms of address, or using adjectives expressing approval or disapproval. This leads to considering their own ways of communicating and using language, and to thinking about the construction of personal identity and the notion of multiple identities.

Level of support

While learners work more independently at this level, ongoing and systematic scaffolding, feedback and review support the interactive process of learning. Modelling and scaffolding are incorporated into task activity. Support materials include models, stimulus materials, and resources such as word charts, vocabulary lists, dictionaries and electronic reference resources.

The role of English

While the use of German in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners' awareness of the nature and function of language generally as well as of their own emerging intercultural capability. Using both German and English in the classroom develops a sense of what it means to be bilingual.

Years 5 and 6 Content Descriptions

Communicating	
Socialising	Elaborations

Interact using descriptive and expressive language to share information about daily life, relate experiences and express feelings

[Key concepts: school, home, routines, relationships; Key processes: listening, describing]

(ACLGEC137)



- exchanging information with peers and adults (online, in writing or face-to-face) about daily routines and leisure activities, using modelled language associated with time, sequence and location, for example, *Ich stehe um 7.30 Uhr auf. Dann frühstücke ich. Ich schwimme und surfe oft.*
- expressing feelings (*Wie geht's? Es geht mir nicht gut. Ich bin krank.*) using adjectives (*aufgeregt, glücklich, nervös, sauer, traurig*)
- using communication strategies such as active listening skills, turn-taking cues, and requests for clarification or more detail to support interaction, for example, *Und du, was meinst du? Stimmt das? Warum?*
- describing key friends or family members, using simple descriptive and expressive modelled language, for example, *Das ist mein Bruder. Er ist sehr sportlich und intelligent. Er spielt sehr gern Fußball und liest gern Comics. Ich liebe meinen Bruder.*
- recounting social and cultural experiences with family and friends, for example, *Wir haben eine Reise nach Neuseeland gemacht. Unser Campingplatz war direkt am See und wir sind jeden Tag geschwommen.*
- apologising and expressing concern or sympathy to friends and family members, for example, *Tut mir Leid. Schade! Du Arme(r)!*

Participate in guided tasks such as planning and organising events and completing transactions

[Key concepts: collaboration, organisation, responsibility; Key processes: organising, planning, budgeting]

(ACLGEC138)



- organising and conducting collaborative activities, for example, a *Deutsch macht fit* session for a younger class, or designing badges or bilingual posters on healthy eating or recycling (*Trinkt lieber Wasser!; Recycelt eure Dosen!*)
 - participating in real or simulated transactions such as buying food, for example, *Ich nehme ein Käsebrötchen. Was kostet ein Eis? Das macht 6,50 Euro.*
 - participating in sourcing goods and services, such as budgeting for virtual shopping expeditions, consulting online catalogues and websites, comparing prices and value, and discussing intended purchases, for example, *Dieses Handy ist zu teuer. Der Hut passt dir gut.*
 - exchanging and comparing currencies, for example, converting *Euro* or *Schweizer Franken* into Australian dollars
-

Use simple questions, statements and responses to participate in and support classroom interactions and learning activities, and to indicate understanding and monitor own learning

[Key concepts: process, progress, outcome; Key processes: discussing, monitoring, reflecting]

(ACLGEC139)



- politely asking peers to do something and responding to requests, for example, giving and receiving things (*Gib mir bitte den Stift! bitte schön; danke schön*)
- discussing and creating shared class rules and procedures, for example, *Dürfen wir auf dem Boden sitzen? Wir müssen immer aufpassen.*
- checking on progress during learning tasks or activities, using comments and questions such as *Kein Problem! Das schaffen wir. Was machst du jetzt? Verstehst du das?*
- sharing ideas about the experience of learning and using German, and comparing what they can and cannot do, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig.*

Informing

Gather, compare and respond to information from different sources relating to social and natural worlds

[Key concepts: environment, lifestyles, relationships; Key processes: researching, collating, reading, viewing]

(ACLGEC140)



Elaborations

- collecting and comparing information from a range of informative print media and digital texts on topics related to social and environmental issues, for example, family life, schooling in different cultural contexts, endangered animals, or innovative technology
 - obtaining information from simple texts such as advertisements or features in teen magazines to share impressions of the lifestyles of young German speakers in different contexts
 - viewing subtitled video clips on different German-speaking communities, identifying key facts and features, and recording new vocabulary and expressions for use in shared texts
 - compiling information from a survey of peers and adults on social behaviours and reporting on results, for example, mode of transport to school/work (*zu Fuß, mit dem Rad/Bus/Auto*) and how environmentally friendly it is, or preferred modes of communication (*Hast du ein Handy? Wie oft telefonierst/simst du? Wie oft schaust du einen YouTube clip an?*)
-
- viewing a news item or short documentary about a festival in a German-speaking country, such as *die Basler Fasnacht* or *Karneval in Köln*, describing and giving an opinion on the main aspects, for example, *Ich finde die Fasnacht in Basel super. Ich mag die Masken und die Musik. Aber ich möchte nicht um 4 Uhr aufstehen.*

Convey information and opinions in different formats to suit specific audiences and purposes, selecting appropriate print and multimodal elements

[Key concepts: youth issues, audience; Key processes: representing, transposing, comparing]

(ACLGEC141)



- analysing and presenting the results of a class survey, for example, by creating a poster or digital presentation using graphs showing what foods students buy and/or would like to be able to buy at the school canteen (27 *Schüler kaufen Süßigkeiten*. 34 *Schüler wollen andere Getränke*.)
- writing a blog entry for a youth website discussing an aspect of social behaviour, for example, *Partys*
- creating a website for a contact group of German-speaking students, posting information on own interests and experiences, for example, *Ferien*, *Freunde*, *Freizeit*, *Schule*, *Medien*, and highlighting elements which may be unfamiliar to the intended audience using sound, visuals or graphics
- creating a factual self-profile using Voki or VoiceThread for a group of young German speakers
- recording, comparing and representing statistics related to German-speaking countries and Australia, for example, population and physical size, daily temperatures, number and type of dwellings, pet ownership, most popular leisure activities

Creating

Elaborations

Share and compare responses to characters, events and ideas in imaginative texts, making connections with own experience and feelings

[Key concepts: plot, mood, character; Key processes: recounting, describing, sequencing]

(ACLGEC142)



- producing a timeline of the main events of an imaginative text or creating a sociogram illustrating how the main character links with other characters
- responding to a text such as a poem by selecting an appropriate image to illustrate an aspect (message, mood) and explaining choice, for example, *Das ist die Sonne. Die Sonne ist heiß und gelb. Die Sonne scheint im Sommer. Ich bin glücklich, wenn die Sonne scheint.*
- using modelled structures such as *Das Ende war lustig/traurig/blöd* or *Die Hauptperson war sehr mutig/schön/schlau* to express a personal opinion on aspects of a text, such as the beginning, ending, plot and characters
- creating storyboards to represent key events in different types of imaginative texts, including captions or word bubbles to capture moods or feelings, for example, using a digital cartoon tool



Present, reinterpret or create alternative versions of imaginative texts, adapting events, characters or settings

[Key concepts: imagination, adaptation, character, setting; Key processes: imagining, creating, interpreting]

(ACLGEC143)



- creating and performing a new version of a familiar song or poem, for example, using digital tools and apps for movie making and voice recording
- creating dialogue/lines for characters from a text, describing in spoken or written form their opinions and emotional responses, for example, as an interview, email or diary entry
- creating and presenting an adapted text such as a story, for example, by introducing new elements (changing the gender of the main character or the setting, adding a new character or dilemma), and presenting it to a younger audience

Translating	Elaborations
<p>Explain aspects of German language and culture for family or peers, noticing that there are not always equivalent expressions in English</p> <p>[Key concepts: equivalence, meaning; Key processes: interpreting, explaining, predicting]</p> <p>(ACLGEC144)</p> 	<ul style="list-style-type: none"> identifying when literal translation is or is not possible, for example, in idiomatic expressions such as <i>Bist du satt?</i> (not <i>voll</i>) or <i>Es geht mir gut.</i> (not <i>Ich bin</i>) using German–English cognates to predict meaning, for example, <i>Brot</i>/'bread', <i>kalt</i>/'cold', <i>Maske</i>/'mask', <i>trinken</i>/'to drink' recognising long compound words, collecting and analysing interesting examples (<i>das Schlagzeug</i>, <i>babyleicht</i>, <i>abenteuerlustig</i>), and discussing how best to translate them into English explaining in English the use and meaning of German expressions such as <i>Gesundheit</i>, <i>Hals und Beinbruch</i>, <i>Toi, toi, toi!</i>
<p>Create a range of bilingual texts such as notices, announcements, photo stories, dialogues and instructions for language learning and the school community</p> <p>[Key concepts: bilingualism, meaning; Key processes: translating, selecting, connecting]</p> <p>(ACLGEC145)</p> 	<ul style="list-style-type: none"> creating and using bilingual resources for language learning, such as glossaries or personal German–English and English–German print and digital word lists and dictionaries with examples and explanations of parts of speech and language use creating bilingual texts for the school community, such as a virtual tour for a school website, or a translation of the school canteen menu into German creating bilingual/multilingual texts for specific audiences, for example, a Big Book or game for young learners of German, or invitations, posters, programs or menus for a class event, performance or celebration, such as a <i>Deutschabend</i> or <i>Maskenfest</i>
Reflecting	Elaborations

Engage in intercultural interactions, describing aspects of language and culture that are unfamiliar or uncomfortable, and discussing own reactions and adjustments

[Key concepts: language, culture, reaction; Key processes: observing, evaluating, reflecting]

(ACLGEC146)



- observing how language use reflects politeness and the closeness of social relationships, such as different levels of formality through the use of *du/ihr/Sie*, and familiarity with friends, for example, nicknames (*Spitznamen*) and various uses of diminutives (*-chen, -lein*)
- noticing the use of and evaluating whether or not to adopt German expressions such as exclamations (*Ach so! Echt!*), and gestures such as indicating approval with 'thumbs up' (comparing with the use of one thumb to indicate the number 'one') and 'applauding' by rapping knuckles on the table
- reflecting on how own cultural etiquette and behaviour such as gestures affect interactions and may be interpreted, for example, noticing similarities and differences in body language when interacting with people from German-speaking countries (shrugging, nodding one's head)
- noticing own reaction (level of comfort/discomfort) to different cultural practices such as asking *Wie geht's?* and not expecting a detailed response about health and current medical conditions
- recognising aspects of own language use that reflect own cultural perspective and experiences, for example, references to climate and environment, animals, activities and routines such as chores, and celebrations and events

Reflect on aspects of own identity and language use, commenting on and suggesting reasons for what is similar/different and easy/difficult



[Key concepts: reflection, perception; Key processes: reflecting, analysing, comparing]

(ACLGEC147)



- participating in a discussion in English about the impact of a school uniform on personal identity, and imagining how German students might view wearing a school uniform
- preparing a digital 'language passport' documenting different stages in learning German, intercultural experiences and reflections on the impact of learning German on self and others, and considering possible reasons for perceived similarities and differences between experiences or degree of difficulty
- evaluating own preferred learning style, identifying own strengths, and contributing to a class list of German *Fachleute/Experten* for others to consult for advice, in areas such as *Aussprache, Technologie* and *Vokabeln*
- exploring the idea of stereotypes associated with languages and identity discussing how groups of people tend to think about themselves and others, and how stereotypes affect attitudes and communication and can be inaccurate
- comparing own ways of using language with those of peers, considering how family and community shape identity and communication, for example, using more than one language, expressing feelings or celebrating in various ways
- considering whether learning and using German impacts on identity either in or out of the classroom

Understanding

Systems of language	Elaborations
<p>Explain and apply basic rules for German pronunciation, intonation, spelling and punctuation</p> <p>[Key concepts: pronunciation, writing systems, punctuation; Key processes: spelling, making connections, applying rules]</p> <p>(ACLGEU148)</p>  	<ul style="list-style-type: none">• applying basic pronunciation rules, such as the two different pronunciations of <i>ch</i>• applying different intonation for statements, questions, exclamations and instructions• understanding that <i>ß</i> can only be used in lower case, otherwise <i>SS</i>, and that <i>ä</i>, <i>ö</i> and <i>ü</i> can be written as <i>ae</i>, <i>oe</i> and <i>ue</i> respectively, for example, in upper case signs or word puzzles such as crosswords• applying phonic and grammatical knowledge to spell and write unfamiliar words containing, for example, <i>ch</i>, <i>j</i>, <i>w</i> and <i>z</i>, and diphthongs such as <i>au</i>, <i>ei</i>, <i>eu</i> and <i>ie</i>• noticing distinctive punctuation features of personal correspondence in German, such as <i>Hallo Annette! / Lieber Klaus</i>, followed respectively by upper or lower case for the beginning of the first sentence• understanding and applying punctuation rules (full stops, question marks, exclamation marks, commas, quotation marks) in German, including the meaning and use of full stops and commas in ordinal and decimal numbers (<i>die 3. Klasse</i> and <i>9,50 Euro</i>), and capitalisation rules

Develop and apply knowledge of German grammatical elements such as verb tenses, modal verbs and case, combining them with an increasing range of nouns, adjectives and adverbs to construct sentences

[Key concepts: verb tenses and forms, variation, metalanguage; Key processes: applying, noticing patterns, understanding]

(ACLG EU149)



- referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, *Das Mädchen hat einen Hockeyschläger. Der Film hat ein Happy End.*
- noticing how articles and pronouns change after certain verbs (*Ich danke dir.*) and after particular prepositions associated with location, for example, *Wir sind in der Stadt. Die Party ist bei Stefan im Garten.*
- understanding and describing current, recurring and future actions, including by using common separable verbs such as *aufstehen, ausgehen, aussehen, fernsehen, mitkommen* and *mitnehmen*
- understanding the concept of regular and irregular verbs and noticing that this is a feature of both German and English (and other languages, such as French, Italian and Spanish)
- understanding and expressing obligation and permission using the modal verbs *müssen* and *dürfen*, such as in descriptions of school rules, for example, *Wir dürfen in der Klasse nicht texten. Wir müssen eine Uniform tragen.*
- comparing the meaning of the modal verbs *wollen, sollen, mögen* and *können* with their English equivalents
- making comparisons using simple structures such as *Ich mag Erdbeeren lieber als Kiwis. Radfahren ist besser als Autofahren.*
- giving instructions to one or more peers, for example, *Trink(t) mehr Wasser!*
- understanding and speaking about past events by adapting modelled sentences in the present perfect tense and using knowledge of common verbs in the simple past tense, for example, *Ich habe heute meine Hausaufgaben nicht gemacht. Wir sind nach Bali geflogen. Früher konnte ich Klavier spielen.*
- noticing that some verbs can be combined with a separable or inseparable prefix which alters the meaning of the base verb, for example, *Er kommt um 17.15 Uhr. Kommst du mit? Ich bekomme \$50 zum Geburtstag.*
- describing frequency using adverbs and adverbial expressions such as *oft, manchmal, jeden Tag, ab und zu* and *nie*
- understanding the meaning of the conjunctions *dass* and *weil*
- understanding questions using *warum* and responding with a simple sentence, for example, *Warum bist du müde? Ich habe heute Fußball gespielt.*
- referring to a date, including the year, for an event such as a birth date, for example, *Meine Oma ist am elften April 1956 geboren.*
- understanding and locating events in time, including the use of the 24-hour clock, prepositions such as *nach* and *vor*, and formulaic expressions such as *früher, später, am Wochenende, in den Ferien*
- referring to quantities of people and things (including *Meter, Kilometer; Quadratmeter, Quadratkilometer* for length/height/distance and area) using cardinal numbers

up to 10 000 including decimals, common fractions and negative numbers, for example, *85,5 Prozent haben ein Handy. Die Tagestemperatur liegt bei minus 8 Grad. Ich habe eine Halbschwester.*

- building metalanguage to comment on grammar and vocabulary (for example, *Substantive/Nomen, Verben, Ordinalzahlen, Präpositionen, Fragewörter, groß/klein schreiben*), comparing with equivalent English terms

Recognise that different types of texts, such as narratives, recounts and informative and procedural texts, have certain conventions and can take different forms depending on the context in which they are produced

[Key concepts: context, audience, functionality; Key processes: identifying, classifying, transforming]

(ACLG EU150)



- identifying the purpose, context and intended audience of a range of familiar texts, for example, fairy tales, sports reports or recipes
- reading, viewing and/or listening to different digital and other texts with a common topic and discussing structural and linguistic similarities and differences, for example, comparing a print, radio, TV and social media announcement for the same event
- describing key features of different text types, for example, a shopping list serves as a reminder to self and consists of items and quantities (*6 Brötchen, 500 g Butter, Marmelade*), whereas a shopping transaction involves interaction and negotiation and more extended language (*Ich möchte eine Bratwurst mit Pommes, bitte. Noch etwas? Das macht 5,80 Euro bitte.*)
- transforming a text such as a poem into another text type, such as a conversation, cartoon or SMS

Language variation and change

Recognise that there are variations in German as it is used in different contexts by different people, such as formal/informal register and regional variations

[Key concepts: variation, place, identity; Key processes: observing, comparing, analysing]

(ACLG EU151)



Elaborations

- using the plural informal *ihr* when addressing more than one person, for example, *Was meint ihr? Hört gut zu!*
- noticing when the more polite *Sie* is used, for example, by children to unknown adults
- recognising that there are differences in what people say when answering the family landline or their own mobile phone, for example, *Schmidt, Guten Tag!* or *Hallo Lisa!*
- being aware of some regional variations in German language use, for example, in greetings such as the Swiss *Grüezi* and Austrian *Servus*, or the lack of the *Eszett* in Switzerland
- comparing diversity in accents, dialects and vocabulary in German-speaking communities with similar diversity in the use of English within and beyond Australia

Understand why language is important and recognise that languages and cultures change over time and influence one another

[Key concepts: change, borrowing, impact; Key processes: discovering, exploring, understanding]

(ACLGEU152)



- exploring the function of language in social and educational life, for example, listing and discussing how, where and why they use language in the course of a day
- discovering some of the English words used by German speakers (*das Internet, die App, Stopp!, Sorry!*) and considering if they are the same kinds of words as those borrowed from German by English
- understanding that German, like all languages, is constantly expanding to include new words and expressions in response to changing intercultural experiences, for example, *Fast Food, Fairness*

Role of language and culture

Elaborations

Understand that own and others' language use is shaped by and reflects the values, ideas and norms of a community

[Key concepts: norms, values; Key processes: observing, comparing, connecting]

(ACLGEU153)



- recognising that texts such as stories have a social and cultural purpose, for example, the moral of a fairy tale (*Aschenputtel*) and comparing the kinds of personal characteristics that are depicted in texts as desirable
- recognising that language use can have connections to cultural practices, such as expressions from family or religious celebrations, or from outdoor activities such as sports, for example, *Gott sei Dank!*, 'Howzat!', 'fair go'
- discussing situations of culturally inappropriate language use and noticing what makes them inappropriate and how this may be addressed, for example, addressing an adult who is not a family member with *du* instead of *Sie*
- noticing the impact of own assumptions about people from German-speaking countries, their language and culture, when listening to, reading and viewing texts, and considering how German speakers too may make assumptions and generalisations about Australians

Years 5 and 6 Achievement Standard

By the end of Year 6, students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings. They use complete sentences in familiar contexts to ask questions such as, *Bist du fertig? Was machst du jetzt? Verstehst du das?* respond to requests and share experiences of learning, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig*. They use descriptive and expressive vocabulary, including adjectives such as *aufgeregt, glücklich, nervös, sauer* and *traurig*, to express feelings and make statements such as *Ich nehme ein Käsebrötchen*. They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*. They gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes. They describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience. When creating texts, they manipulate modelled language to describe current, recurring and future actions, for example, *Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut.* and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs *dürfen* and *müssen* and some common separable verbs such as *mitbringen* and *fernsehen*. They use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe; lieber, oft, jeden Tag*. They explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community. They describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.

Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. They identify and apply some of the systematic sentence structure and word order rules of German. They identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing *ch, j, w* and *z*, and diphthongs such as *au, ei, eu* and *ie*. They apply the conventions of commonly used text types, and identify differences in language features and text structures. They give examples of the variety of ways German is used by different people in different contexts. They make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.

Years 7 and 8

The nature of the learners

These years represent a transition to secondary school. Students in this sequence bring 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 immediate world and that of German-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.

German language learning and use

German is used for a range of classroom interactions and transactions, and for creating and maintaining a new class dynamic, explaining and practising language forms, reflecting on ways of thinking and learning, and developing cultural understanding. Learners are encouraged to socialise and interact with users of German beyond the classroom. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of digital technologies, including social media and a range of applications. Learners work collaboratively and independently in the target language, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests and needs. They pool information, language knowledge and resources to plan, problem-solve, monitor and reflect. They use and adapt modelled and rehearsed language in familiar and unfamiliar contexts, increasingly generating original language. They make cross-curricular connections and explore intercultural experiences and perspectives, such as the notion of a shared understanding.

Contexts of interaction

While the primary context for learning is usually the German language classroom, there may be opportunities for interacting with peers in German-speaking contexts and with other learners of German, such as through the use of technology or relationships with partner schools. Learners may also have some contact with German speakers and cultural events in the local community.

Texts and resources

Learners listen to, read, view and interact with a widening range of texts for a variety of purposes (informative, transactional, imaginative, expressive). They apply learnt processing strategies and language knowledge, drawing on their grammatical and vocabulary knowledge and their understanding of text conventions and patterns to obtain meaning from texts. They make connections between texts and cultural frames, and reflect on aspects of the variability of language, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They plan, create and present more complex and varied imaginative, informative and persuasive texts (shared stories, poetry, songs/raps, blogs, advertisements, reports, journal entries), applying appropriate conventions of text types. They design interactive events and collaborative tasks, and participate in discussions, games and competitions.

Features of German language use

Learners gain more control of grammatical and textual elements such as the case system, prepositions and tenses, using the present perfect (*Perfekt*) tense of verbs conjugated with *haben* and *sein* and the simple past (*Imperfekt*) tenses. They use German with increasing accuracy and fluency, drafting and editing texts to improve structure and effect and to clarify meaning. Learners build on their cumulative experience of learning languages to analyse the relationship between language and culture more critically. They identify cultural references in texts and consider how language frames and communicates perspectives and values. They make comparisons between their own language(s) and German, and reflect on the complexities involved in moving between languages and cultural systems. They monitor and reflect on their own intercultural experience and capability as second language learners, and identify their own personal and community practices and identities that reflect cultural influence.


Level of support

Particular support is required at this stage of second language learning to manage the transition to post-primary schooling and to encourage continued engagement. Opportunities to review and consolidate prior learning are balanced with provision of engaging and relevant new experiences and connections. Students are supported to develop increasing autonomy as language learners and users, to self-monitor, and to reflect on and adjust language in response to their experience in diverse contexts.

The role of English

While German is used in more extended and elaborated ways at this level, English is used when appropriate to allow for explanation, analysis and reflection in relation to abstract concepts.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations
<p>Initiate and participate in interactions with peers and adults to discuss and exchange views and experiences</p> <p>[Key concepts: neighbourhood, school, leisure; Key processes: discussing, commenting, comparing]</p> <p>(ACLGEC154)</p> 	<ul style="list-style-type: none"> discussing and giving opinions on various topics such as school life, neighbourhood, entertainment, sport and leisure, for example, <i>Hast du ein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe? Ich finde Sozi interessant. Und du? Ich wohne gern auf dem Land. Es gibt in der Nähe einen Fluß und einen Fußballplatz. Leider haben wir kein Kino. Gibt es einen Supermarkt, wo du wohnst?</i> recounting events and describing activities and personal experiences, for example, <i>Gestern Abend hat Karly bei The Voice gewonnen. Hast du sie gesehen? Wir sind in den Ferien zum Strand gefahren.</i> communicating in face-to-face or online guided discussions with peers and German-speaking contacts to seek or share information and ideas about social, cultural and environmental issues, for example, <i>Was recyceln Sie, Herr Meier?</i>

Engage in tasks and transactions that involve negotiation and problem-solving

[Key concepts: exploratory talk, exchange of ideas, task management; Key processes: transacting, negotiating]

(ACLGEC155)



- participating in collaborative learning experiences with peers to organise class events such as an excursion to the market or contribution to a local festival, for example, *Wir können mit dem Zug oder mit dem Bus zum Markt fahren. Was wollen wir für das Straßenfest organisieren?*
- planning and conducting a group activity such as a live or online *Modeschau* with a theme, for example, *Sommerferien, Wintersport, 'Damals und heute'*
- agreeing or disagreeing with a suggestion (*Gute Idee!; Wozu? Das wäre super/blöd!*), and accepting or declining an offer or invitation, for example, *Danke für die Einladung, aber ich habe freitagabends Judo. Hast du am Montag Zeit?*
- transacting and negotiating in real or simulated situations, such as shopping or comparing similar offers for goods in online catalogues on German-language internet sites, including commenting on price, for example, *Ich möchte diese Hose anprobieren. Haben Sie Größe 38? Das ist sehr preiswert.*
- asking, giving and following directions to real or virtual locations (*Wo ist das Schwimmbad? Es ist in der Schillerstraße. Wie komme ich am besten zum Bahnhof? Können Sie mir helfen? Ich suche...*), using electronic information devices, apps, street maps or directories
- complaining about unsatisfactory goods or services, for example, making a phone call about a cancelled concert and asking for a refund or substitute tickets for another event (*Ich möchte mich beschweren. Ich möchte mein Geld zurück!*)

Interact in classroom activities and discussions through asking and responding to open-ended questions, giving opinions and making suggestions

[Key concepts: interaction, learning strategies, exchange; Key processes: responding, participating, advising]

(ACLGEC156)



- initiating interactions in a class or group activity, such as by assigning roles to others, for example, *Patrick, du kannst den Text schreiben! Sarah, du machst die Fotos!*
- stating a problem and asking for advice, for example, *Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man am besten Vokabeln?*
- discussing and sharing learning strategies, for example, *Lerne jeden Tag zehn neue Wörter! Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe.*
- participating in classroom activities and discussions to manage shared learning experiences, considering and commenting on the contributions and views of others, for example, *Ja, das stimmt.; Sie hat Recht.; Ich bin anderer Meinung.*

Informing

Elaborations

Access, summarise and analyse information and opinions from a range of sources relating to topical issues of shared interest

[Key concepts: resources, values, issues; Key processes: summarising, reading, listening, analysing]

(ACLGEC157)



- accessing and using print and online resources such as dictionaries, grammar references and encyclopaedias to support understanding of texts
- analysing and summarising information and viewpoints on a range of issues, such as information from a television news report about social media, a documentary on early German settlement in Australia, or an interview with an older German speaker on the topic of her/his *Kindheit und Jugend*, using tools such as guided note-taking, timelines and/or concept maps
- accessing, collating and summarising information on youth-related issues such as *Musik*, *Schulsport* or *Fernsehen* from sources such as the internet, magazines and personal communications
- collecting information on topics related to lifestyle choices, explaining changes in focus and perspective over different periods, for example, *Rauchen oder nicht?*
- researching young people's lifestyles across German-speaking cultures and contexts, comparing information from different cultural contexts to identify the influence of factors such as geography, climate, and social and community environment, for example, *Wintersport*, *Reiseziele*

Convey information and ideas on different topics, issues and events, describing and comparing views, perspectives and experiences, and using modes of presentation to suit different audiences

[Key concepts: representations, perspectives; Key processes: comparing, classifying, organising]

(ACLGEC158)



- presenting information and ideas using language appropriate to text type and topics or themes, such as using reflective language in diary and journal entries, persuasive language in advertisements, emotive images and captions to highlight issues such as *Kinderrechte*, or rap rhythms and punchlines to engage with controversial ideas or provoke reactions
- contrasting aspects of everyday life past and present, for example, *Heute haben wir Twitter und Facebook. Damals gab es nur die Post.*
- organising and presenting information to raise awareness or invite action in relation to social or community issues, using multimodal forms of presentation such as sound and visual images or websites with hyperlinks
- classifying information obtained from different print and electronic resources in a shared database of categories, themes and genres, showing relationships between ideas, topics and key vocabulary
- combining modes of presentation such as displays, videos or music to compare social and cultural themes, for example, *Australien und Asien/Deutschland und Europa im 21. Jahrhundert*

Creating

Elaborations

Respond to a range of imaginative texts by expressing opinions and feelings about key ideas and making connections with personal experiences and other texts
[Key concepts: plot, character, emotions; Key processes: expressing, reviewing, comparing]

(ACLGEC159)



- conducting a mock interview with a character from a text such as a short story or episode from a television series, or with a music or movie star, about their experience
- reviewing a film, computer game, novel or performance for a radio segment or to recommend to a friend
- comparing Australian and German-language examples of a particular genre for cultural and stylistic differences, for example, iconic television series such as *Gute Zeiten, schlechte Zeiten* and 'Home and Away'
- creating a persuasive text promoting a new television show, book, film or song for a targeted audience, for example, a poster, book or CD cover or social media post for German-speaking peers
- listening to or viewing digital and other texts, such as songs, raps, or film and video clips, noticing ideas, comparing aspects that may be similar or different across cultures, and making connections with own experiences

Create individual and shared texts about imagined people, places and experiences, to entertain others
[Key concepts: imagination, audience, entertainment; Key processes: composing, performing, experimenting]

(ACLGEC160)



- creating the next scene, a new character or an alternative ending for imaginative texts such as a story, drama or film script
- dramatising a text, for example, performing a poem or imagining they are the 'characters' in a painting and creating a scenario and dialogue
- creating texts to entertain younger audiences, such as an ebook, an alphabet or number book, a puppet play or short film depicting an aspect of contemporary teenage life, considering different cultural perspectives and selecting appropriate language, rhythms and images to enrich the listening or visual experience
- composing and performing short songs with particular themes or for real or imagined occasions, for example, *Liebe, Ferien, Freunde*

Translating

Elaborations

Interpret and/or translate for friends or visitors terms associated with German or own culture

[Key concepts: relationship, meaning, idioms; Key processes: interpreting, explaining, translating]

(ACLGEC161)



- translating expressions associated with politeness and social protocols in German, for example, responding to requests or thanks, or signing cards (*Dein Fritz/Deine Anna*), and comparing with typical expressions in similar messages in English
- translating and discussing common idiomatic expressions in both German and English, for example, *Ich drücke dir die Daumen* ('I'll keep my fingers crossed for you')
- comparing and finding equivalent phrases and expressions in German and English, discussing differences and cultural influences, for example, *so alt wie ein Baum/Stein* ('as old as the hills'), *einen Bärenhunger haben* ('to be as hungry as a horse')
- explaining terms associated with practices or features of schools in German-speaking countries, such as *hitzefrei* or aspects of assessment and reporting, for example, *das Notensystem*, *die mündliche Note*, *der blaue Brief*, *sitzenbleiben*, and drawing comparisons with similar terms used in Australian schools

Create bilingual resources such as games, vocabulary cards, glossaries, word lists and labelled posters for language learning and the wider community

[Key concepts: representation, organisation; Key processes: selecting, categorising, evaluating, translating]

(ACLGEC162)



- creating English captions, commentaries or subtitles for German multimodal texts, or vice versa
- discussing problems associated with online translators by comparing different versions of translations and suggesting causes for differences and mistranslations, considering the need to go beyond literal meaning
- creating vocabulary lists and annotated cultural explanations for German-speaking visitors to events such as Australian sports days, swimming carnivals or family events, explaining culture-specific elements

Reflecting

Elaborations

Participate in intercultural experiences, demonstrating awareness of the importance of shared understanding, and reflecting on adjustments made as a result of reactions and responses

[Key concepts: values, society, reaction; Key processes: adjusting, evaluating, reflecting]

(ACLGEC163)



- participating in cultural experiences, such as eating at a Swiss restaurant/café in Australia, watching a German soccer match or Austrian skiing competition, or listening to a pop group performance on Radio Liechtenstein, and reflecting on cultural similarities and differences that are manifested through language
- reflecting on how some personal or community ideas and actions in the Australian context may be perceived by German speakers, for example, being able to go camping all year round or taking into account the vastness of Australia when planning a holiday, and discussing possible implications
- observing and recording aspects of language (such as register and use of the imperative) and cultural behaviour that need to be modified when communicating in German, depending on audience and social context
- reflecting on and explaining which aspects of culture and language use can be comfortably adopted and where adjustments should be made, such as the use of *Sie* and titles (*Herr Dr. Meier*), wearing of *Hausschuhe*, placing payment and receiving change on a tray rather than in the hand in a shop
- providing advice for others in intercultural situations where it is difficult to make oneself understood clearly or to understand the other speaker

Consider how personal experiences, family origins, traditions and beliefs impact on identity and shape intercultural experiences

[Key concepts: perspective, values, membership; Key processes: reflecting, connecting, discussing]

(ACLGEC164)



- mapping their own linguistic and cultural profile, for example, by creating a chart, timeline or web profile to highlight formative elements such as family languages, key relationships and intercultural experiences
- reflecting on the experience of learning and using German, considering how it might add a further dimension to own sense of identity
- discussing how they would represent Australia in a cultural forum, for example, what they would wear or take along to an International Students Day function held in Austria
- discussing in English the issue of identity and gender-inclusive language in German, for example, *Schüler*; *Schüler und Schülerinnen*; *SchülerInnen*

Understanding

Systems of language

Elaborations

Recognise the pronunciation of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation

[Key concepts: pronunciation, punctuation, systems; Key processes: comparing, making connections, noticing]

(ACLGEU165)



- exploring the German pronunciation of a range of loan words from English and other languages, for example, *Job, Restaurant, Pizza*
 - recognising the role of and relationship between pronunciation, rhythm and pace in creating effects in spoken texts such as stories, poems, songs and conversations
 - comparing punctuation rules in English and German, considering aspects such as the distribution and functions of commas, the style of quotation marks for direct speech, and writing numbers less than one million as one word
 - applying German punctuation and spelling rules to own writing and learning to systematically edit own and others' written work
-

Extend knowledge of elements of the German grammatical system, including prepositions, reflexive verbs, adverbial phrases and subordinating conjunctions, to specify and describe people, objects and places, sequence events and qualify opinions

[Key concepts: syntax, systems, verb tenses, grammar patterns; Key processes: noticing, selecting, linking]

(ACLGEU166)



- specifying a person, object or place using knowledge of the German case system (nominative, accusative and dative), and using definite and indefinite articles, *kein*, personal pronouns (including *man*), and possessive, demonstrative and interrogative adjectives such as *sein*, *unser*, *dieser*, *jeder* and *welcher*
- noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, *Mein bester Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring.*; *Es gibt hier keinen Sportplatz.*
- selecting and using the appropriate form of 'you' (*du*, *ihr*, *Sie*) and its possessive adjective equivalents (*dein*, *euer*, *Ihr*) according to the audience, for example, *Sind Sie Frau Wagner?*; *Hast du dein Geld mit?*
- selecting the correct personal pronoun for 'it' (*er/sie/es*; *ihn*) for objects, for example, *Woher hast du den Hut?* *Er ist sehr schön*; *Ich habe ihn bei ... gekauft.*
- comparing the meanings and use of the German modal verbs with their English equivalents, for example, *Wir müssen eine Schuluniform tragen. Man darf hier nicht essen.*
- noticing that some verbs can be combined with a separable or inseparable prefix which alters the meaning of the base verb, for example, *Er kommt um 17.15 Uhr.*; *Kommst du mit?*; *Ich bekomme manchmal Geld zum Geburtstag.*
- describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs in the present tense, for example, *Wir spielen morgen nicht mit.*, *Er sieht viel fern.* *Ich muss meine Hausaufgaben machen. Nächstes Jahr bekommen wir neue Laptops.*
- describing past events and experiences in present perfect and/or simple past tense using a limited range of common verbs, for example, *Ich habe meine Hausaufgaben nicht gemacht, denn ich war am Wochenende krank.*
- using reflexive verbs in present tense with their appropriate accusative reflexive pronouns to describe daily routines and express emotions and interests, for example, *Ich dusche mich morgens. Interessierst du dich für Geschichte?* *Wir freuen uns auf die Ferien.*
- understanding and applying the 'verb as second element' (*Wir kommen morgen* or *Morgen kommen wir*) and 'subject-time-object-manner-place' (STOMP) word order rules for main clauses (*Ich spiele jetzt Basketball.*), and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, *Langsam verstehe ich mehr Deutsch. Zu Hause ist es oft sehr laut.*
- linking and sequencing events and ideas using a range of cohesive devices, including adverbs (*danach*, *vorher*, *dann*, *früher*) and common conjunctions (*als*, *dass*, *obwohl*, *wenn*, *weil*), usually with the subordinate clause after the main clause

- expressing opinions using, for example, *meiner Meinung nach*; *Ich glaube, dass ... Wir sind dagegen/dafür*
- understanding and using *wozu?* to clarify purpose
- understanding and using dative and accusative prepositions with their core meanings, for example, *Ich komme aus der Stadt. Der Kuchen ist für dich.*
- describing destinations using prepositions including some 'two-way' prepositions (*Wechselpräpositionen*), for example, *Wir fahren nach Adelaide. Der Junge geht zum Bahnhof. Sie sind in die Stadt gefahren.*
- experimenting (using models) with different structures to make comparisons, for example, *Englisch ist schwieriger als Mathe. Welches Auto ist am sichersten? Kaffee ist nicht so gesund wie Wasser*
- referring to quantities of people and things using cardinal numbers up to a billion, for example, *Deutschland hat 81,9 Millionen Einwohner.*
- extending metalanguage to communicate in German and English, for example, about case, word order and verb tenses (*Dativ, Wechselpräpositionen, das Imperfekt, Hilfsverben, trennbare Verben*)

Understand the structures and conventions associated with different types of personal, informative and persuasive texts such as emails, news items and advertisements

[Key concepts: structure, conventions, purpose; Key processes: analysing, applying, describing]

(ACLG EU167)



- applying knowledge of text types and their purposes to identify the gist and predict the meaning of unfamiliar vocabulary in texts
- analysing different samples of a particular text type such as advertisements to determine the targeted audience(s), and describing the techniques used
- identifying the structure and conventions of a range of texts, such as a diary entry, a weather report and a news report
- describing relationships between language, structure and textual purpose, for example, in a personal text using informal register, such as a thank-you email to a friend (*Liebe Grüße; du; Dein(e) X*)

Language variation and change

Elaborations

Identify features of German that vary according to audience, context and purpose in familiar spoken and written texts
[Key concepts: register, variation; Key processes: identifying, comparing, analysing]

(ACLG EU168)



- identifying differences in register and style when using language in different contexts, for example, language in songs and graffiti, and teacher feedback on a test or in a formal school report
- comparing German and English language use in similar situations and in texts with similar content such as advertisements, or student blogs about school issues
- understanding particular functions of speech such as making a request or expressing pleasure or dissatisfaction, and considering how it is realised with different speakers (strangers, acquaintances, friends, family members), and possible consequences, including compliance, giving offence or being accepted into a group
- recognising that different situations require different levels of politeness depending on the context and speaker, such as thanking a host parent or a peer for a gift or apologising to a teacher or a family member for being late
- understanding that texts have different purposes (to persuade, to entertain), different audiences (children, adolescents, German speakers, Australians) and different forms (short speech, blog)
- recognising textual conventions popular with young German speakers, such as the use of contractions, abbreviations and acronyms in text messages, for example, *4u* = *für dich* = for you, *brb* = *bin gleich wieder da* = be right back, *8ung* = *Achtung!*, *dubido* = *du bist doof*, *sz* = *schreib zurück*, *sTn* = *schöner Tag noch*

Understand that German, like other languages, continues to change over time due to influences such as globalisation and new technologies and knowledge

[Key concepts: change, globalisation, evolution; Key processes: investigating, analysing, understanding]

(ACLGEU169)



- investigating and reporting on evidence of current and historical influence of German language and culture in the local and broader Australian community, for example, German/Austrian/Swiss place names (Heidelberg, Hahndorf, Leichhardt, Grindelwald), food (restaurants, bakeries, market stalls), festivals and celebrations (German Film Festival, Swiss Festival, *Weihnachtsmarkt*), and organisations (Goethe-Institut, SBS German Radio, clubs, churches, companies)
- understanding that German, like all languages, is constantly expanding to include new words and expressions in response to changing environments due to globalisation, technology, language shifts and exchange, and intercultural experiences, for example, *googeln*, *skypen*
- understanding that English grammar used to be more similar to German grammar but that English has changed, for example, the Old English 'What thinkest thou?' and *Was denkst du?*
- noting that although German grammar has not changed as much as English over the centuries, it did relatively recently undergo changes in spelling and punctuation in the official *Rechtschreibreform*, requiring, for example, *ß* to be used only after long vowel sounds or diphthongs (*Fußball*, *Spaß*, *weiß*), and *ss* to be used after short vowels (*dass*, *Klasse*)

Role of language and culture

Reflect on different aspects of the cultural dimension of learning and using German

[Key concepts: cultural attitudes and values, assumptions; Key processes: recognising, discussing, analysing]

(ACLGEU170)



Elaborations

- recognising that different expressions are used across cultures to communicate ideas, for example, when describing *Brot* or school excursions (*Klassenfahrt*, *Wandertag*)
- exploring how origin, geography and religion are integrally connected with lifestyle, daily practices and language use, for example, Recycling, *Kaffee und Kuchen*, *Wandern*, *Stehcafé*, religious/public holidays, choice of *Fremdsprachen* offered in schools
- discussing the use of appropriate gestures and body language when communicating in German, for example, not putting hands in pockets while talking with someone (as this may be considered rude), and maintaining eye contact
- identifying changes in own ways of thinking about culture and identity as a result of learning German

Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken German to interact with teachers, peers and others; to make decisions, solve problems and negotiate transactions; and to exchange and justify ideas, opinions and views. When interacting, they use both rehearsed and spontaneous language to ask and respond to open-ended questions and express, compare and justify opinions, for example, *Sie glaubt, dass ... Ich bin dafür, weil ...* They apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English. They obtain, summarise and evaluate information from a range of sources. They express opinions and feelings in response to imaginative texts, and make connections with their own experiences and other texts. They plan, draft and present original imaginative and informative texts, following models to link and sequence events and ideas using both adverbs such as *danach, dann, früher, vorher* and common subordinating conjunctions, for example, *als, wenn, weil, dass*. They use some modal verbs and imperative forms, for example, *Was soll ich machen? Du kannst ... Kauf die neue App!* They refer to a person, object or place using definite and indefinite articles, personal pronouns, and some demonstrative and interrogative adjectives such as *dieser, jeder* and *welcher*. They produce original present tense sentences and use familiar examples of the *Perfekt* and *Imperfekt* tenses. They use a range of everyday and topic-based prepositions, adverbs and adverbial phrases, for example, *nach der Schule, zu Hause, in der Stadt, gegen die Wand, links, hier, oben, im Süden*. They interpret and/or translate terms associated with the culture of German-speaking communities or their own culture, and explain specific values and traditions reflected in the language. They create a range of bilingual resources for the wide community and to assist their own and others' language learning. They explain the importance of shared understanding, discussing adjustments made as a result of reactions and responses to intercultural experience.

Students explain how language changes over time and identify reasons for change. They identify and apply the German case system (nominative, accusative and dative) and name some grammatical terms and their functions. They describe the similarities and differences between German and English punctuation, including capitalisation, numbers (ordinals, decimals) and quotation marks. They explain reasons for differences in a range of text types, for example, personal, informative and persuasive texts, including differences in text structure and language features. They give examples of how language use varies according to audience, context and purpose. They identify different aspects of the cultural dimension of learning and using German, and explain how language use reflects cultural ideas, assumptions and perspectives.

Years 9 and 10

The nature of the learners

At this level, students bring to their learning existing knowledge of German language and culture and a range of learning strategies and experiences. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including how German could be part of these.

German language learning and use

Learners interact with peers, teachers and other German speakers in immediate and local contexts relating to their social and learning worlds, and with unfamiliar German-speaking communities and cultural resources through a range of physical, virtual and online environments. This is a period of language exploration and vocabulary expansion, and of experimentation with a wider range of modes of communication, for example, digital, collaborative performance and group discussions. Greater control of language structures and systems, and understanding of the variability of language use increase confidence and interest in communicating in a growing range of contexts. Learners use German to initiate, sustain and extend interactions in situations such as negotiating a resolution to a disagreement; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; to develop, analyse, interpret and translate a wider range of texts and experiences; and to reflect on and evaluate learning experiences. They use German more fluently, with a greater degree of self-correction and repair, and reference the accuracy of their target language use against a stronger frame of knowledge of grammar. They demonstrate understanding of language variation and change; of how intercultural experience, technology, media and globalisation influence language use and forms of communication. Task characteristics and conditions are more complex and challenging. They provide opportunities for collaborative language planning and performance, the development of translating and interpreting tools, and strategic use of language and cultural resources.

Contexts of interaction

The contexts for learning and using German are regularly extended beyond the classroom. Learners interact with teachers, peers and members of German-speaking communities face-to-face and via online technologies. They have opportunities to engage with German speakers and cultural events in the wider community, such as in the media, guest speakers, exchange assistants/students, film festivals, community events or in-country travel.

Texts and resources

Learners build on and extend their knowledge of different types of text and language functions through balancing focused attention to language forms and structures with text creation and performance. They work with a wider range of fiction and nonfiction texts, which allows for exploration of themes of personal and societal relevance, for example, global issues, identity and relationships, diversity and inclusivity. They develop additional analytical tools, including consideration of literary form and devices, and ways in which language choices empower, build identity and are influenced by audience, context and purpose. They identify how texts shape perspectives and meaning.

Features of German language use

Learners expand their knowledge and control of grammatical elements such as register, future tense, reflexive verbs and subordinate clauses. In-depth investigation of the links between German, English and other languages they know strengthens learners' intercultural capability. They examine the processes involved in learning and using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and 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 themselves through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

Learners are increasingly aware of and responsible for their own learning, working independently and collaboratively to address their learning needs. Resources are required to support this process, such as technological support for vocabulary expansion, graphic organisers, modelled texts, dictionaries and teacher feedback. Students require continued explicit instruction on the grammatical system and opportunities to discuss, practise and apply their knowledge. They monitor their own progress and learning, such as through the use of e-journals or folios, using these to reflect on their language learning and intercultural experience.

The role of English

While sustained use of German is expected at this level, English continues to be used when necessary for substantive discussion, explanation and analysis. This allows learners to communicate in depth and detail about their experience of learning German and to express ideas, views and experiences at a level beyond their current level of proficiency in German. English may be used in conjunction with German to conduct research, to translate or to communicate bilingually.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate and participate in sustained interactions, using formal and informal registers, to seek and give advice, to describe past events, future aspirations and social issues, and to express and justify opinions

[Key concepts: perspectives, future, past; Key processes: sustaining interactions, discussing, justifying, proposing]

(ACLGEC171)



- initiating and sustaining conversation by introducing topics, inviting contributions, asking for clarification or confirmation, and expressing agreement or surprise, for example, *Was sagt ihr dazu?*; *Ich bin damit einverstanden*; *Ist das dein Ernst?*; *Wie meinen Sie das?*
- sharing personal information and views with peers and adults about family and friends, school and leisure activities, for example, *Was machst du gern in deiner Freizeit?* *Wie finden Sie australischen Fußball?* *Als Sie jünger waren, haben Sie ... ?*
- discussing future plans such as career, family, further education and travel, for example, *Ich werde sicher die 12. Klasse zu Ende machen und dann werde ich hoffentlich Zahnmedizin studieren. Es kommt aber auf meine Noten an.*
- asking for advice on issues related to family, friends or school and suggesting possible solutions to others' problems, for example, *Du solltest mit deinem Freund sprechen, weil ... Was würdest du an meiner Stelle machen?*
- exchanging information and opinions with peers about a range of social and cultural issues, for example, blogging about *die Schule der Zukunft* or the causes and effects of *Jugendarbeitslosigkeit*, and giving reasons for opinions

Engage in a range of shared activities such as managing events and arguing for a course of action by persuading others to change their opinion and/or behaviour

[Key concepts: information exchange, issues, collaboration; Key processes: planning, negotiating, communicating]

(ACLGEC172)



- organising a real or simulated forum to raise awareness of environmental, social or ethical issues such as persuading fellow students to act in a more environmentally friendly or socially aware manner, for example, *Was können wir für die Umwelt machen?* *Wie kann man den Obdachlosen/Asylanten helfen?*
- creating a collaborative communications project, for example, via social media or a daily news segment for a community television or radio station, using appropriate terms to introduce, identify and summarise, for example, *Wir ihr alle wisst... Es ist nötig, dass wir... Wollt ihr auch nicht...?*
- applying for opportunities such as student exchange programs or scholarships, giving details of education, work experience, skills and interests such as in a *Lebenslauf* or by writing a formal letter to apply for a position, using appropriate language conventions, for example, *Sehr geehrte/r ...; Mit freundlichen Grüßen; Ich bin für diese Position geeignet, da ich....*
- role-playing formal/informal negotiations, for example, a teacher/parent and teenager resolving a disagreement about *Ausgehen*, *Freunde* or *Noten in der Schule*
- participating in a simulated *Vorstellungsgespräch*, persuading a prospective employer of their suitability for a part-time job

Extend language to describe and reflect on the experience of learning and using German

[Key concepts: reflection, metalanguage; Key processes: reflecting, expressing, evaluating]

(ACLGEC173)



- expressing individual learning goals (*Lernziele*) in relation to skills and understanding for learning German, for example, *Ich möchte unbedingt Deutsch besser sprechen.*, and monitoring progress towards achieving these goals, for example, *Heute habe ich gelernt, dass ...*
- interacting with peers to compare experiences and challenges and identify successful learning strategies, for example, *Am schwierigsten finde ich die deutsche Grammatik. Und du?; Ich sehe deutsche Filme, um meine Aussprache zu verbessern*
- reviewing others' work, providing and justifying comments on general and specific points, for example, *Ich finde deinen Artikel sehr informativ und überzeugend. Zum Beispiel hast du viele Unterschiede und Ähnlichkeiten erwähnt*

Informing

Investigate, synthesise and evaluate information from different perspectives on local and global issues, identifying how context and culture affect how information is presented

[Key concepts: representation, community, world issues; Key processes: researching, synthesising, evaluating, representing]

(ACLGEC174)



Elaborations

- analysing and explaining how spoken, written and digital texts convey cultural as well as factual information, for example, regional news headlines, local community announcements, advertisements, notices in public spaces
- researching a topic of global significance, such as *Umweltprobleme*, *Armut* or *Denglish*, and identifying and explaining how texts reflect different perspectives and priorities
- comparing and analysing advertisements produced in different countries for *Stellenangebote* or an item such as a mobile phone, soft drink or fast food, considering why particular images have been selected for the advertisements and why, and identifying both culture-specific and universal features
- analysing reports of an event from multiple sources to identify different perspectives and interpretations, for example, statements from the victim of and witnesses to a crime

Convey ideas, information and views from multiple sources, using different modes of presentation to suit different audiences and to achieve different purposes

[Key concepts: representation, discovery, interconnection;
Key processes: presenting, representing, reporting]

(ACLGEC175)



- using models of texts such as television news reports and social media to create original texts, and explaining how ideas and information are selected, structured and sequenced to achieve different purposes
- creating a web page to provide information for young German-speaking job seekers in different regional and cultural contexts (*Farmarbeit* in Queensland, *Kindermädchen im Outback*, *Küchenhilfe an der Ostküste*), using formats such as databases, charts, maps and video clips
- designing texts pitched to specific age or interest groups, making and explaining choices in relation to vocabulary, structure, and visual and cultural elements, for example, relationship advice for teens, tips for healthier living, local information for backpackers
- summarising and presenting information related to topics or themes studied in other curriculum areas, using different modes of presentation to cater for different learning styles, for example, using charts, diagrams, recorded spoken commentary or demonstration to explain historical events, ecosystems or recycling

Creating

Engage with a variety of imaginative texts, analysing the main ideas, values and techniques, and discussing issues and themes, using evidence from the texts to support their views

[Key concepts: imagery, metaphor, emotion, themes; Key processes: analysing, comparing, persuading]

(ACLGEC176)



Elaborations

- expressing emotional or aesthetic responses to a range of digital and other texts, such as short stories, poems, cartoons, films and songs, and identifying how mood is created and narrative is developed through language and expression
- identifying and commenting on techniques and linguistic choices which build action, develop character and position the reader, using modelled descriptive and analytic language
- comparing lyrics, themes and styles of popular German- and English-language songs, and tracking similarities and differences in genres and modes of expression, for example, by comparing winners of popular television singing competitions in Europe and Australia
- investigating popular films, books or computer games in German and English to identify common themes and issues in contemporary imaginative texts
- analysing an imaginative text for the descriptive language and literary devices used in reference to a character, place or event to consider how they are portrayed

Create a variety of imaginative texts using different devices such as imagery and sound effects to engage a range of audiences

[Key concepts: imagination, perspectives, setting, character; Key processes: entertaining, composing, performing]

(ACLGEC177)



- using a familiar text type such as a social media post or a blog to describe an imagined experience such as their first day as an exchange student in a German-speaking community
- composing a journal entry from the perspective of a teenager living in a different time and/or place, for example, *im Jahr 2050, in der Kriegszeit, Berlin 1989*
- composing and performing poems, songs, monologues or dialogues to evoke amusement, sympathy or surprise, for example, selecting appropriate imagery and experimenting with onomatopoeia
- creating performances that reflect on significant German or Australian celebrations or historical events, for example, *Tag der Deutschen Einheit, Schweizer Bundestag, Maifeiertag*, National Sorry Day, Anzac Day
- creating texts with various settings, characters and events, such as animated stories, games or short films, using a range of devices to entertain



Translating

Interpret and/or translate German and English texts, identifying and explaining culture-specific aspects and expressions that do not translate easily

[Key concepts: culture, context, idioms; Key processes: interpreting, translating, comparing, analysing]

(ACLGEC178)



Elaborations

- viewing excerpts of German/English subtitled films, evaluating the effectiveness of the translations, and explaining aspects of culture
- comparing, analysing and explaining German and English idiomatic expressions, finding ways to convey the meaning and cultural significance, such as by paraphrasing, for example, *Ich verstehe nur Bahnhof, wenn ich überhaupt nichts verstehen kann*.
- experimenting with the translation of popular German expressions or idioms, for example, *Du spinnst! schwarzfahren*, and explaining the potential for misunderstanding
- examining German versions of equivalent English texts, such as traditional tales and legends, advertisements, songs and jokes, and analysing linguistic and cultural differences, and translation challenges and solutions

Create bilingual texts which reflect and explain aspects of culture and language for different German-speaking and Australian audiences

[Key concepts: interconnection, assumptions, sensitivity; Key processes: explaining, translating, relating interculturality]

(ACLGEC179)



- creating bilingual digital texts to give advice, for example, to German-speaking tourists about safe travel in the Australian outback
- explaining the origin, significance, traditions and terms associated with national or local celebrations and events such as Australia Day, the Ashes, Anzac Day, Melbourne Cup, State of Origin
- creating digital bilingual survival guides on language and etiquette for visitors to Australia or a German-speaking country, providing advice for specific scenarios, for example, at the supermarket, at a party, in the classroom

Reflecting

Elaborations

Make choices while using German, recognising own assumptions and responsibility for modifying language and behaviours in relation to different cultural perspectives
[Key concepts: judgement, reciprocity, cultural behaviour; Key processes: questioning, modifying behaviour, taking responsibility]

(ACLGEC180)



- exploring the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings or behaviours, for example, attitudes to interruptions, personal space and physical contact, and degree of formality or directness
- reflecting on learning and using German, such as breakdowns or breakthroughs in communication, and discussing repair and recovery strategies and insights gained
- reflecting on and explaining aspects of language and cultural behaviour that need to be modified when communicating in German, evaluating how own language choices may be perceived by German speakers and making adjustments to enhance meaning, for example, the overuse of 'polite' phrases such as *Können Sie mir bitte ... ?* and *Aber meiner Meinung nach ...* rather than expressing wishes or responding to a suggestion in a more direct manner
- challenging own assumptions and offering different perspectives to new language-learning contexts and situations

Explore and express own identity and ability to act as a cultural mediator between German speakers and Australians
[Key concepts: cultural mediation, perspective, diversity; Key processes: evaluating, exploring, explaining]

(ACLGEC181)



- evaluating own experiences of using and learning German and other languages across diverse contexts over time, for example, through keeping a reflective journal based on questions such as: *Wann und warum benutze ich Englisch/Deutsch? Wie fühlte ich mich früher und jetzt als Englisch-, Deutsch-, X-sprechende(r)? Warum ist es wichtig, dass ich eine neue Sprache lerne?*
- analysing the key influences (people and events) on a person's identity by interviewing an older German speaker or researching the life of a famous person
- explaining important cultural information that a German-speaking visitor would need to know to behave appropriately on a visit to Australia, such as when participating in a meal with a host family, attending an Australian Rules football or rugby game or a barbecue, for example, in a blog or short film clip
- developing an annotated digital itinerary of events for a visitor from a German-speaking country to give them a sense of Australian cultural diversity

Understanding

Systems of language

Elaborations

Explore the features of spoken and written language, and apply variations in relation to features such as stress, pronunciation and contractions

[Key concepts: stress, rhythm, application; Key processes: exploring, reproducing, applying]

(ACLGEU182)



- recognising ways in which written language is different to spoken language, such as being more crafted, precise, elaborated and complex, for example, the use of interrelated clauses and support detail
 - recognising the interactive, fluid and less permanent nature of spoken language, identifying features such as interactivity, and the use of repetition, pauses, interruptions, contractions, incomplete sentences and reliance on non-verbal elements and vocal expression
 - recognising and responding to challenges associated with clarity and pace in audio texts, such as railway station or airport announcements or recorded phone messages, and variations or differences in pronunciation to ensure clarity, for example, *zwei/zwo*; *Juli* (pronounced as *Julei*)
 - recognising and reproducing rhythms in complex sentences, using pausing and intonation to signal clause boundaries and emphasis
 - analysing and comparing the use of contractions in English and in German, for example, *Ich hab keine Lust* or *Mach's gut!*
-

Understand and apply in complex sentences a range of vocabulary and grammatical structures, including future tense, imperative mood and some relative pronouns, for the purposes of interaction, narration, description, persuasion, argument and exposition

[Key concepts: syntax, mood, modality, grammar patterns;
Key processes: classifying, applying, experimenting, manipulating]

(ACLG EU183)



- specifying and describing people, places and objects by applying knowledge of the case system to articles, common demonstratives, and possessives followed by adjectives, for example, *Jedes deutsche Kind isst gern Kartoffelpuffer.*; *Ich habe mit meinem neuen Computer große Probleme.*
- recognising instances of the genitive case mainly in written texts, for example, *Omas Leben, die Rolle der Frau, der Gebrauch des Genitivs*, understanding its function to indicate possession and using the more common 'von + dative case + noun' as an alternative, for example, *das Haus von meinen Eltern/das Haus meiner Eltern*
- noticing that relative pronouns have gender and case and are usually the same as definite articles, and understanding the difference in function, for example, *Der Mann, der am Tisch sitzt, ist Koch.*; *Das ist der Beruf, den ich am interessantesten finde.*
- understanding and using the appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, including:
 - common reflexive verbs, including some with dative reflexive pronoun and noun direct object, for example, *Ich wasche mir die Hände.*
 - transitive and intransitive verbs
 - modal verbs
 - verbs with separable and inseparable prefixes
- describing plans and aspirations using *werden* and a single infinitive, for example, *In der Zukunft werde ich mehr Sport treiben.*
- using the different imperative forms of verbs for peers and adults, for example, *Spiel/Spielt/Spielen Sie mit!* *Sei/Seid/Seien Sie willkommen!*
- indicating contradiction using *doch*
- connecting and contrasting ideas, events and actions using a variety of conjunctions and cohesive devices, including embedded clauses such as relative clauses, and noticing the word order, for example, *Um Geld zu haben, muss man einen Job finden.*; *Entweder werde ich Klempner oder Elektriker. Der Film, den du sehen willst, läuft jetzt im Kino*
- understanding the difference between interrogatives which incorporate a preposition and refer to people and those which refer to objects, for example, *Mit wem gehst du zur Party?*; *Worüber schreibst du deinen Englischaufsatz?*
- noticing and experimenting with compound forms such as common *da-* and *wo(r)-* constructions, for example, *Was machst du damit? Woran erinnerst du dich?*
- understanding and using the accusative, dative and 'two-way' prepositions accurately with regard to case and meaning, including a limited range of common idiomatic prepositional phrases, for example, *Meine Eltern sind mit 21 aus Deutschland ausgewandert. Sie denkt oft an ihre Kindheit*

- modifying meaning through the use of adverbs and adverbial phrases, for example, *Das haben sie schon gemacht. Laßt so schnell wie möglich zum Supermarkt!*
- using a range of expressions for indefinite quantities, for example, *einige, manche, mehrere*
- understanding and using formulaically common subjunctive forms (*Konjunktiv II*) such as *hätte* and *wäre* and *würde* + infinitive, for example, *Wenn ich reich wäre, würde ich ein schnelles Auto kaufen. Er tut so, als ob er keine Zeit hätte*

Describe the interrelationship between text types, language choices, audience, context and purpose, and identify the role culture plays in the creation and interpretation of texts
[Key concepts: connections, textual conventions, text types; Key processes: structuring, applying, describing, transforming]

(ACLG EU184)



- applying knowledge of text structure and organisation and the interrelationship of audience, context and purpose to assist in comprehension of texts and in creating own texts
- understanding, creating and transforming texts with different purposes (to persuade, to entertain), different audiences (children, adolescents, German speakers, Australians) and different forms (an editorial, a blog)
- identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects, for example, the positioning of the reader in advertisements by the use of personal pronouns, imperative/interrogative verb forms and emotive language and aspirational images
- comparing German and English versions of texts with easily recognisable language features, such as love songs, recipes or horoscopes, noticing differences or similarities in imagery or focus that might be culturally significant

Language variation and change

Elaborations

Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register

[Key concepts: register, constraints; Key processes: analysing, comparing, explaining]

(ACLG EU185)



- comparing features of German in a range of spoken texts from different countries and regions, for example, variations in vocabulary such as *Kartoffel* = *Krombeere* (*auf Schwäbisch*) = *Gummel* (*auf Schweizerdeutsch*) = *Erdapfel* (*auf Österreichisch*), and reflecting on national/regional variations and the use of dialects in formal and informal contexts
- applying appropriate register and conventions to produce spoken or written texts for real or simulated situations, such as a job interview or a formal letter complaining about faulty goods
- analysing ways in which the level of formality in a text may be decreased, such as by using contractions and slang, for example, in an informal conversation or email, or increased by applying key features such as appropriate layout and structure, formal register and subordinate clauses, for example, in a job application letter
- comparing two versions of the same dialogue, one containing contractions and ellipsis and another containing the full linguistic forms, analysing the contexts and impact of their use, and reflecting on the different effects

Understand the influence of language on people's actions, values and beliefs, and appreciate the scale and importance of linguistic diversity

[Key concepts: influence, power, diversity; Key processes: reflecting, understanding]

(ACLG EU186)



- examining how language can reinforce stereotypes, such as those related to gender, and how changes in the language occur over time to combat this, for example, *die Krankenschwester* → *der Krankenpfleger*, *die Krankenpflegerin*; *die Stewardess* → *der Flugbegleiter*, *die Flugbegleiterin*
- considering how language indicates respect, values and attitudes, and includes and excludes, for example, the use of titles or first names (*Herr Doktor Schmidt*, *Herr Schmidt*, *Georg*), different words for the same entity (foreigner/immigrant/refugee), the gendered nature of professional titles (*der Lehrer*, *die Lehrerin*; *das Kindermädchen*), and access to community information for non-English speakers
- reflecting on the impact of language in relation to own and others' experience, for example, winning an argument or working out the meaning of unfamiliar German words; being locked out of conversations, or being a newcomer or an outsider in a social group
- establishing a deeper understanding of diversity and reflecting on own experience of what linguistic and cultural diversity means

Role of language and culture

Elaborations

Understand that language and culture are interrelated and that they shape and are shaped by each other

[Key concepts: culture, connections, perceptions; Key processes: reflecting, analysing, discussing]

(ACLGEU187)



- reflecting on the experience of moving between cultures in and out of school, in local and virtual environments, and through the experience of learning and using German
- reflecting on how learning German has impacted on own assumptions about German language, culture or identity and on awareness of own communicative and cultural behaviours and of how these may be interpreted by others, for example, *Früher dachte ich, dass die Schweizer ... Jetzt verstehe ich, dass ...*
- analysing how language use and culture reflect and shape relationships, practices and attitudes, such as expressions and concepts in German related to education, social equality, national identity and commitment to world peace, for example, *Ausbildung/Erziehung; Nationalismus/Heimat*; those related to *Ausländer* in German-speaking countries and those within Germany, such as *Nord–Süd/Ost–West (Ossi/Wessi)*

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously in the classroom environment to seek clarification and advice, assist others, initiate conversations and discussions, debate a course of action, share learning strategies and comment on the contribution of others, for example, *Meinen Sie, dass ...? Was würdest du an meiner Stelle tun? Simon hat Unrecht. Meiner Meinung nach ist Kims Geschichte am lustigsten. Ich sehe deutsche Filme, um meine Aussprache zu verbessern.* They describe plans and aspirations using future tense, for example, *Wir werden bald in Deutschland sein. Ich werde sicher die 12. Klasse zu Ende machen, und dann werde ich hoffentlich studieren.* They state facts and relate experiences, such as, *Wir haben fast alle unsere Lernziele für das Halbjahr erreicht. Mit 5 Jahren spielte ich mit Puppen und konnte lesen.*, using past tense forms, *Perfekt* and *Imperfekt*, of regular and irregular verbs. When speaking, they use appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions. They locate, synthesise and evaluate information on local and global issues from a range of perspectives and sources. They present ideas, information and views in a range of texts selected to suit audience, purpose and context. They analyse the main ideas and themes in imaginative texts and use evidence to support their views. They plan, draft and present imaginative texts using literary devices (imagery, similes, onomatopoeia) to engage a range of audiences. When creating informative, persuasive and imaginative texts, students use a variety of conjunctions, relative clauses and other cohesive devices to build cohesion, for example, *Ich skype oft mit den Austauschschülern, die letztes Jahr bei uns waren.* They specify and describe people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives, for example, *Ich habe mit meinem neuen Computer große Probleme.* They interpret and/or translate excerpts from German texts, identifying and explaining culture-specific aspects, and create texts that reflect and explain aspects of culture and language for different German-speaking and Australian audiences. They identify and challenge their own assumptions and take responsibility for modifying language and behaviours in relation to different cultural perspectives.

Students identify ways that language influences people's actions, values and beliefs, and appreciate the scale and importance of linguistic diversity. They explain the roles of different German cases (nominative, accusative, dative and genitive) and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation. They explain the relationship between text type, audience and purpose. They identify the role culture plays in the creation and interpretation of texts, and explain how language and text features (layout, structure and formal/informal register) are used differently in a range of texts. They explain ways in which language and culture are interrelated and influence each other.

The Australian Curriculum Languages - German Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students are beginning their study of German and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, and some have proficiency in different home languages and bring existing language-learning strategies and intercultural awareness to the new experience of learning German. Students' textual knowledge developed through English literacy learning supports the development of literacy in German. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider how the experience of learning a new language impacts on the sense of the 'norms' associated with their first language and culture.

German language learning and use

Learners are offered the necessary scaffolding to listen to, view, read, speak, perform and write German in a range of simple classroom interactions and transactions with the teacher and peers. The teacher speaks increasingly in German in order to provide rich language input and to maximise exposure to the target language. Learners work collaboratively and independently, pooling information, language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in guided situations with familiar contexts and roles, and begin to use and adapt the language learnt to express their own personal meanings. They reflect on intercultural perspectives and their experience of interaction and make cross-curricular connections. Opportunities are provided for real and simulated interactions with other German speakers within and beyond the school community, including via purposeful and integrated use of ICT such as social media and applications.

Contexts of interaction

The German classroom is the primary context for learning, with ICT resources and community links providing access to additional resources and learning experiences. Learners may communicate with peers in German-speaking countries using teacher-guided digital technologies such as wikis, email or online chat. They may also access German-language events or resources in the wider community, such as interschool activities, film festivals or cultural performances.

Texts and resources

Learners listen to, read, view and interact with a growing range of simple texts for a variety of purposes (social, informative, transactional, imaginative, expressive). They apply learnt processing strategies, drawing on their vocabulary and grammatical knowledge and understanding of text conventions and patterns to gain meaning and to produce texts. They plan, create and present short, simple informative and imaginative texts (personal profiles, letters, timetables, poetry, songs/raps, blogs, advertisements)

Features of German language use

Students become familiar with the sounds of German, including pronunciation, rhythm, intonation and stress. They recognise similarities with many English words, noting differences in pronunciation (*Computer, Buch, Auto*). They approximate the pronunciation and phrasing of single words and short phrases, including distinctive sounds such as *ch, r, th, u* and *z*, diphthongs such as *au, ei, eu* and *ie*, and the impact of the *Umlaut*. They understand and apply elements of German grammar such as subject-verb-object word order, simple verb forms, and gender and number agreement of nouns and pronouns. Students understand that language is organised as text and that texts use different structures and language features to achieve different purposes. They create their own short texts, mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives and adverbs. They understand that language use reflects and shapes values and attitudes, and explore how language choices determine how people, events or circumstances are represented.

Level of support

Learners rely on teacher instruction, modelling, feedback and structured opportunities for practising and understanding new language. Support resources and activities include word lists, dictionaries, visual organisers, images and gestures. Learners support one another through structured pair and group tasks that have clear roles and expectations. Opportunities are required for monitoring and evaluating their language and culture learning.

The role of English

The teacher provides rich and supported German language input, using English as a medium for most explanation and discussion. Learners are supported to use German as much as possible for classroom routines and interactions, structured learning tasks, language experimentation and practice. As their first language capabilities far exceed their proficiency in German at this stage, it is likely that they will use mainly English for discussion, clarification, explanation and analysis.

Years 7 and 8 Content Descriptions

Communicating

Socialising

Socialise and interact with teacher and peers to exchange greetings, good wishes, and factual information about self, family, home, school and interests, and express likes, dislikes and preferences

[Key concepts: family, relationships; Key processes: interacting, describing]

(ACLGEC001)



Elaborations

- exchanging simple greetings, thanks and good wishes using formulaic expressions, adjusting language to suit the situation, for example, *Guten Morgen! Guten Abend! Auf Wiedersehen! Tschüss! Danke! Alles Gute zum Geburtstag! Frohe Ostern! Guten Appetit!*
- introducing and describing self, others and possessions, for example, *Ich heiße ... und du? Das ist ..., sie ist nett.; Ich bin ... Jahre alt und meine Augen sind braun.; Ich wohne in ...; Ich komme aus ...; Das ist mein Vater/meine Freundin/mein Handy.*
- interacting in class activities and (electronic) games such as *Leute-Lotto* and *Stadt, Land, Fluss*, for example, *Du bist dran!; Ich gewinne! Du mogelst!*
- expressing likes, dislikes and preferences, for example, *Ich mag Rot; Meine Lieblingsband heißt ...; Ich lese gern.; Ich esse gern Pizza, aber ich esse lieber Nudeln.*
- expressing how they are feeling, for example, *Es geht mir nicht gut. Ich bin krank.; Ich bin glücklich.*
- exchanging information about daily routine, for example, *Wie kommst du zur Schule? Ich komme/fahre mit dem Bus/Auto.; Wann stehst du auf? Um sechs Uhr.*
- sharing and comparing information about own and classmates' interests with German-speaking teenagers, such as in an e-pal project or via social media, considering local sports seasons, co-curricular activities, length of school day, and national and regional preferences

Make plans and arrangements to carry out activities together and obtain goods or services, through transacting with others in simple and guided real or simulated situations

[Key concepts: collaboration, transaction; Key processes: planning, transacting, participating]

(ACLGEC002)



- making arrangements with a friend, for example, *Ich gehe am Samstag zum Fußball. Kommst du mit?*
- planning for a class celebration or performance, for example, following a model to create an invitation or program (*Wann? Was? Wer? Wo?*) or to write a shopping list, such as for a *Grillfest*
- accepting or declining an invitation, for example, a short message, *Liebe/r X, danke für deine Einladung. Ich kann am Freitag nicht mitkommen. Ich habe Basketballtraining.*
- participating in collaborative projects, for example, making and playing a vocabulary game such as Domino, Memory or Quartett, or producing and sharing a digital alphabet or number book for a younger audience
- following procedures and instructions together, for example, participating in sport/dance/craft activities or using a recipe in German to make *Rösti* or *Kartoffelpuffer*
- participating in real or simulated situations, such as buying a bus/cinema ticket or food, for example, *Ich nehme ein Käsebrötchen; Was kostet ein Eis?; Das macht 6,50 Euro.*

Participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests

[Key concepts: roles, routines; Key processes: participating, responding, contributing]

(ACLGEC003)



- responding with actions/gestures to questions such as *Wo ist ... ?* and instructions such as *Steht auf! Alle zusammen! Mach die Tür bitte zu!*
- using repair strategies such as asking for repetition or details of tasks and expressing lack of knowledge, for example, *Wie bitte?; Welche Seite?; Wie sagt man das auf Deutsch?; Ich verstehe das nicht .*
- apologising, for example, *Entschuldigung!, Es tut mir leid*
- making polite requests, including for assistance and permission, for example, *Ich möchte ... , bitte; Hilfe, bitte!; Darf ich bitte auf die Toilette gehen?*

Informing

Elaborations

Identify topic, gist and specific points of information in a range of simple spoken and written texts relating to own world and that of other teenagers

[Key concepts: lifestyles, school, home; Key processes: listening, reading, identifying, classifying]

(ACLGEC004)



- identifying key details, expressions and information in conversations and announcements, and using obtained information in new ways, for example, listening to an interview with a German teenager about family and completing a family tree
- reading and viewing a range of simple texts (promotional brochures, signs, websites and cards) to obtain and compile information about places, lifestyles and events, for example, information related to homes, schools, leisure activities, climate and geography
- locating, classifying and summarising data such as results of class surveys or information from notices, timetables and announcements, and presenting findings to others, for example, in a digital visual presentation, poster or wall chart
- gathering information about people, time and activities in German-speaking contexts, and using the information, for example, to create a profile or timetable/timeline to show a sequence of activities/events
- compiling a list of questions and interviewing a German speaker, such as a visiting exchange student, about family, home, interests and abilities, and presenting the responses in *Steckbrief* format

Present in modelled spoken and written texts information relating to own world and that of other teenagers

[Key concepts: personal world, community, presentation; Key processes: representing, reporting, speaking, writing]

(ACLGEC005)



- presenting information, orally and in writing, on aspects of their immediate environment or personal world (a school/community event, celebration or excursion, or a new student), supported by the use of visuals
- creating simple persuasive and informative texts for a targeted audience, for example, an advertisement for an event, a virtual tour of their own and/or a partner school, a notice for a school excursion, or a report on a favourite band or type of music
- presenting statistics related to Australia and other countries, including German-speaking countries, for example, population and physical size, daily temperatures, number and type of dwellings, percentage of students learning one or two foreign languages
- presenting the results of a class survey, for example, creating graphs and/or writing statements to report findings on such topics as the range of leisure activities undertaken by classmates; favourite apps/electronic games, TV series, food, music or pets; or amount of time spent using social media

Creating

Elaborations

Engage with imaginative and creative texts by identifying, describing and discussing key elements, including characters, events and ideas

[Key concepts: character, imagination, representation; Key processes: responding, describing, performing]

(ACLGEC006)



- engaging with imaginative texts to respond to questions about characters, events and ideas, for example, producing a profile of a character or a timeline of the main events
- responding to an imaginative text in various ways, such as using a thinking tool to give opinions about the characters and express reactions to the text, for example, *Ich finde das Mädchen sehr lustig. Das Ende ist traurig.*
- selecting images to illustrate a piece of text, such as a picture, colour, symbol or emoticon to reflect the content or mood, and explaining choice, for example, *Das Lied ist optimistisch/aggressiv.*
- listening to and viewing performances such as music video clips or extracts from films, sharing reactions with peers, noticing ideas and comparing aspects that may be similar or different across cultures
- performing a song or poem in response to an imagined experience, incorporating actions and props to enhance meaning and to entertain

Reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts

[Key concepts: interpretation, imagination, creativity; Key processes: interpreting, expressing]

(ACLGEC007)



- inventing a new aspect of a text, such as a new character, a different setting or an alternative ending
- creating own version of familiar texts to entertain others, using a model and/or a list of key words, for example, a digital comic strip or Big Book for younger students, a rap or role-play to present to parents, or a poem for an online newsletter
- creating and performing imagined interactions, for example, between avatars (using apps) or meeting a character from a text for the first time
- creating a profile of an unknown person, for example, based on a photo, imagining aspects such as *Name, Alter, Beruf, Familie, Freunde, Herkunft, Interessen* and *Wohnort*

Translating

Elaborations

Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences

[Key concepts: representation, equivalence; Key processes: interpreting, translating, explaining]

(ACLGEC008)



- translating short personal texts, identifying words and phrases that can be translated literally and those that cannot, for example, *Guten Appetit! Guten Tag! Ohrwurm*
- using German–English cognates to predict meaning, for example, *Brot* 'bread', *kalt* 'cold', *trinken* 'to drink'
- recognising compound words, and collecting and analysing interesting examples (*der Schulsport, die Realschule, babyleicht*), noting that compound nouns take the gender of the last noun in the compound
- translating public signs from German to English and vice versa, noticing similarities and differences
- interpreting for and explaining to peers and family members aspects of German language and culture (in texts such as emails and conversations) that are interesting and/or different, for example, that when addressing teachers in German you use family names after the titles *Frau* and *Herr*, unlike the English use of just 'Miss' or 'Sir'

Create and maintain individual and shared bilingual texts and resources such as signs, word lists, posters, games and photo stories

[Key concepts: resources, context, meaning; Key processes: explaining, comparing]

(ACLGEC009)



- creating and using bilingual resources for language learning, such as glossaries or personal German–English and English–German print and digital word lists and dictionaries with examples and explanations of language use and parts of speech
- creating bilingual texts for specific audiences, for example, a Big Book or game for young learners of German, invitations to a class event or posters for a performance, noticing how meaning needs to be tailored to audience and cultural perspectives
- creating bilingual signs and notices for the school and local community, such as *Bücherei* – Library, *Sporthalle* – Gymnasium
- designing and maintaining a bilingual website with a partner school or contact group of English learners in a German-speaking community, making choices about when to use German or English depending on the context, topic and nature of the interaction

Reflecting

Elaborations

Engage with German speakers and texts, noticing how interactions involve culture as well as language

[Key concepts: exchange, awareness; Key processes: reflecting, responding, noticing]

(ACLGEC010)



- reflecting on choices made when using German to interact with others, considering the relationship between language, culture and behaviour, for example, the use of family names with titles (*Guten Tag, Frau Stein*) and formal/informal register (*du/ihr/Sie*), and comparing these with English and other known languages
- observing interactions between German speakers in different contexts, noticing and recording elements that reflect cultural attitudes or behaviours, such as language associated with politeness or emotion (*bitte schön; Entschuldigung; Wie schön!; Du bist gemein!*), gift-giving customs, or ways of showing collective appreciation or approval, for example, applauding by rapping on surface
- participating in cultural experiences, such as eating at a German/Swiss/Austrian restaurant or café in Australia or watching a German music performance, soccer match or skiing competition, and reflecting on cultural similarities and differences that are manifested through language
- reflecting on how some personal or community ideas and actions in the Australian context may be perceived by German speakers, for example, being able to go camping all year round, or taking into account the vastness of Australia when planning a holiday, and discussing possible implications
- comparing the use and cultural significance of gestures and body language in German and other languages and selecting those that can be easily incorporated into own interactions when communicating in German, for example, shaking hands as a common greeting, not putting hands in pockets while talking with someone (as this may be considered rude), and maintaining eye contact

Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural exchange



[Key concepts: exchange, identity; Key processes: reflecting, comparing, connecting]

(ACLGEC011)



- sharing ideas about the experience of learning and using German, including any perceived changes in levels of confidence, or in attitudes to culture and intercultural communication, for example, 'How did I feel when I first heard/spoke German? How do I feel now?'
- preparing a class profile to exchange with German-speaking students, showing cultural backgrounds, languages used in the home, interests and values, and using resources such as photos, captions, quotes and symbols
- annotating a family tree with information about family members, such as significant places or languages spoken, identifying own heritage (*Ich bin Australier/-in. Mein Opa kommt aus Griechenland.*), and reflecting on how own background has shaped identity
- participating in a discussion in English about an aspect of identity, for example, considering the impact of a school uniform on personal identity and exploring how German students might view wearing a school uniform
- comparing aspects of identity that may be important across cultures, such as state, country, ethnic group, language, religion, age, gender, and position in family

Understanding

Systems of language	Elaborations
<p>Recognise and use key features of the German sound system, including pronunciation, rhythm, stress and intonation, and identify main similarities and differences between the phonological and orthographic systems of English and German</p> <p>[Key concepts: pronunciation, spelling, intonation; Key processes: listening, imitating, recognising]</p> <p>(ACLGEU012)</p>  	<ul style="list-style-type: none">noticing and imitating German sounds, and developing awareness of letter–sound relationships, including distinctive sounds such as those represented by the letters <i>ch</i>, <i>r</i>, <i>th</i>, <i>u</i> and <i>z</i>; consonant blends and clusters such as <i>sch</i>; short and long vowel sounds and diphthongs such as <i>au</i>, <i>ei</i>, <i>eu</i> and <i>ie</i>; the impact of the <i>Umlaut</i> on <i>a</i>, <i>o</i> and <i>u</i>; and <i>ß</i>applying German capitalisation rules to nouns and noticing that the capitalisation of the formal ‘you’ form <i>Sie</i> distinguishes it from <i>sie</i> (she/they)understanding that <i>ß</i> can only be used in lower case, otherwise <i>SS</i>, and that <i>ä</i>, <i>ö</i> and <i>ü</i> can be written as <i>ae</i>, <i>oe</i> and <i>ue</i> respectively, for example, in upper case signs or word puzzles such as crosswordsunderstanding the meaning and use of full stops and commas in German ordinal or decimal numbers, for example, <i>die 8. Klasse</i>; <i>9,50 Euro</i>; <i>15.30 Uhr</i>learning to pronounce the German alphabet by singing <i>das Alphabetlied</i>, and using the German alphabet for spelling out names and other wordspractising pronunciation of particular sounds and rhythms by saying tongue twisters, rhymes and short poemsrecognising differences in intonation and rhythm between statements, questions and commands

Develop knowledge of elements of the German grammatical system, including gender and number, nominative and accusative cases, present tense of regular and some irregular verbs, personal pronouns, possessive adjectives and word order, to describe people, objects, actions, events and relationships

[Key concepts: grammar features and structures, tenses, gender, syntax; Key processes: noticing patterns, making connections, applying]

(ACLG EU013)



- understanding that German has multiple words for 'the' and 'a/an' according to the gender of the relevant noun, and noticing that the articles for masculine nouns sometimes change (nominative to accusative), for example, *Die Frau hat einen BMW.*; *Der Film hat ein Happy End*
- comparing pluralisation of nouns in German and English, for example, *die* for plural nouns
- using post-nominal (predicative) adjectives, for example, *Unsere Deutschlehrerin ist intelligent.*; *Die Berge in Österreich sind sehr schön.*; *Meine Augen sind blau.*
- noticing the relationship between gender, article, adjective and case when using pre-nominal (attributive) adjectives to describe people, objects, places and events, for example, *Ich habe einen kleinen Bruder.*
- noticing that as well as the articles (for masculine nouns), some pronouns change after certain verbs (accusative direct object), for example, *Wir sehen heute den Film.*; *Es gibt einen neuen Schüler in Klasse 8A.*; *Ich mag dich.*
- noticing that articles and pronouns change after particular prepositions (dative), such as those associated with location and destination, for example, *Wir sind in der Stadt.*; *Die Party ist im Garten.*; *Wie kommst du zur Schule?*
- using common prepositional phrases formulaically, for example, *nach Hause*, *zu Hause*
- using personal pronouns to refer to people and things, for example, *Was kostet die App? Sie kostet...*
- understanding the three German pronouns for 'you' (*du/ihr/Sie*) and when to use them
- expressing a relationship to a person or object using some possessive adjectives in the nominative and accusative case, for example, *Seine Familie kommt aus Afrika.*; *Ich liebe meinen Hund.*
- recognising that in German a subject + verb can have multiple English translations, for example, *wir spielen* can mean 'we play', 'we are playing', 'we do play', 'we shall/will play' and 'we're going to play', and applying this understanding when formulating own German sentences
- understanding the concept of regular and irregular verbs (*spielen* and *lesen*) and noticing that this is a feature of both German and English (and other languages, such as French, Italian and Spanish)
- conjugating the present tense of regular verbs and some common irregular verbs, including *sein* and *haben*
- understanding structures to express likes, dislikes and preferences, for example, *Ich mag Tennis. Ich spiele nicht gern Fußball. Ich spiele lieber Cricket.*
- using common modal verbs such as *können* to describe capabilities (*Ich kann gut schwimmen.*, and *Ich möchte* and *Darf ich... ?*) or to make polite requests
- gaining awareness of a limited number of routine past tense expressions including some with *war* and *hatte* and the present perfect, for example, *Sabine war gestern krank. Das hat Spaß gemacht. Habt ihr ein schönes*

Wochenende gehabt?

- negating verbs and adjectives using *nicht* and nouns using *kein/e*, for example, *Nein, Marcus hat keine Geschwister*.
- describing frequency using adverbs and adverbial expressions such as *oft, manchmal, jeden Tag, ab und zu, nie*
- understanding the subject-verb-object (SVO) word order, for example, *Ich spiele Basketball.*, and the need for subject-verb inversion to keep the verb as the second idea/element in the sentence, for example, *Heute Abend spiele ich Basketball*.
- joining words, phrases and sentences using the coordinating conjunctions *und, oder, aber*
- understanding how to form a question, using subject-verb inversion, for example, *Hast du Geschwister?* and with interrogatives such as *wann, was, wer, wie, wie viel, wie viele, wo, woher, warum, welche(-r/s/n)* and *wohin*
- locating people, places and objects using adverbs such as *rechts, links, oben, unten, hier, dort*
- using ordinal numbers to give the date or a birthday, for example, *Heute ist der erste Mai; Seine Mutter hat am 22. April Geburtstag*.
- understanding and locating events in time (days, months, seasons), including the use of the 24-hour clock, prepositions such as *nach* and *vor*, and adverbs and formulaic expressions such as *heute, vorgestern, früher, später, am Wochenende, in den Ferien*
- referring to quantities of people and things, including money, using cardinal numbers up to a billion, as well as decimals, common fractions and negative numbers, for example, *Deutschland hat 81,9 Millionen Einwohner.; Die Tagestemperatur liegt bei minus 3 Grad.; Ich habe eine Halbschwester*.
- building metalanguage to comment on grammar and vocabulary (for example, *Nomen, Verben, Zahlen, Fragewörter, groß/klein schreiben*), comparing with equivalent English terms


Recognise and use structures and other textual features of common spoken, written and multimodal texts such as invitations, emails, surveys, advertisements and music video clips

[Key concepts: text structure, genre; Key processes: analysing, recognising, organising]

(ACLG EU014)



- identifying and analysing the purpose, intended audience and key features of familiar texts in German, such as signs, instructions, postcards, advertisements, songs and conversations, and comparing these with texts in own language and culture
- examining how texts are constructed, including textual features (greetings in correspondence), grammatical structures such as parts of speech (adjectives and prepositions), and visual cues (images in brochures)
- transforming a simple text such as a short poem into another text type, such as a conversation or a cartoon, and applying the key features of the second text type
- understanding how to create textual cohesion by using elements such as coordinating conjunctions (*und, aber, oder*) to link ideas

Language variation and change	Elaborations
<p>Recognise some of the common variations in German as it is used in different contexts and locations by different people [Key concepts: variation, register, place; Key processes: comparing, observing, applying]</p> <p>(ACLG EU015)</p> 	<ul style="list-style-type: none"> • using appropriate forms of address and greetings/salutations for peers and teacher, depending on gender (<i>Lieber/Liebe...</i> and <i>Dein/Deine/Eure ...</i> in a letter) and social status (<i>Guten Morgen, Herr Schiller; Hallo, Tim!</i>) of participants, and recognising the effects of inappropriate choices, for example, greeting peers with <i>Guten Morgen, Frau Mary!</i> • observing telephone interactions in film clips and real life and practising telephone etiquette when answering mobile phones in comparison with the family landline (surname only) and ending phone call with <i>Auf Wiederhören</i> • noticing that in public announcements and/or on the phone certain words are pronounced differently or varied slightly to ensure clarity, for example, <i>zwei/zwo, Juli</i> (pronounced as <i>Julei</i>) • recognising different registers, such as the different words for 'you', for example, <i>Was machst du, Peter? Was macht ihr, Kinder (Klasse 7)? Setz dich, Peter! Setzt euch Kinder! Kommen Sie bitte herein, Herr Berger!</i> • being aware of some regional variations in language, such as in greetings (the Swiss <i>Grüezi</i> and Austrian <i>Servus</i>) or the lack of the <i>Eszett</i> in Switzerland • comparing written and spoken modes of a particular language function such as an invitation, noticing language structures used and varying levels of formality • comparing the concept of diversity in accents, dialects and vocabulary in German-speaking communities with similar diversity in the use of English within and beyond Australia

Recognise that German and English are related languages and that German is an important European and global language

[Key concepts: relationships, global language; Key processes: recognising, comparing]

(ACLGEU016)



- noticing that German and English share many words, for example, *Computer*, *Bus*, *Taxi* and *Auto*, and understanding that this is a result of historical events as well as the dynamic nature of languages
- recognising that English and other languages have borrowed German words, for example, *Hamburger*, *kaputt*, *Kindergarten*, *Glockenspiel* and *Mischmasch*, and comparing how these words are pronounced by German and English speakers
- understanding that English grammar used to be more similar to German grammar but that English has changed, for example, recognising the link between the Middle English 'What thinkest thou?' and *Was denkst du?*
- recognising that the German language continuously borrows and adapts words and expressions from other languages, including English, for example, *das Internet*, *die App*, *happi*, *joggen*, *shoppen*, *simsen/texten*, *Stopp!* and *Sorry!*
- recognising that German is an official language of the 'DACHL' countries (Germany, Austria, Switzerland and Liechtenstein) as well as in Belgium, Luxembourg and South Tyrol

Role of language and culture

Understand that language use is shaped by and reflects the values, ideas and norms of a community

[Key concepts: attitudes, social norms, values; Key processes: observing, comparing, connecting]

(ACLGEU017)



Elaborations

- investigating connections between language and significant cultural values or practices in Australia and German-speaking countries, for example, individual rights, shared social responsibility, respect for the environment, Reconciliation, anti-racism, 'fair go'
- developing language to analyse and explain the nature of the relationship between language and culture, using terms such as 'meaning', 'perspective', 'values', 'assumptions' and 'difference'
- examining examples of cultural representation in language, symbols and behaviour, such as *die Märchenstraße*, (lack of) speed limits on the *Autobahn*, national flags, and the 'visibility' of the European Union through placement of its logo (for example, on car numberplates)
- recognising that there are different and/or multiple expressions that communicate ideas across cultures, for example, when describing *Brot* or school excursions (*Klassenfahrt*, *Wandertag*)
- exploring how origin, geography and religion are directly connected to lifestyle, daily practices and language use, for example, *Recycling*, *Kaffee und Kuchen*, *Wandern*, religious/public holidays, choice of *Fremdsprachen* offered in schools
- participating in guided discussion on the nature and role of 'culture' and its relationship with language, with reference to German, English and other known languages

Years 7 and 8 Achievement Standard

By the end of Year 8, students share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences. They interact with others to carry out transactions, participate in class routines and socialise. They use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, such as, *Hört gut zu!*; *Hol' einen Laptop!*; *Wer ist das?*; *Woher kommt dein Vater?*; *Hast du Geschwister?*, request help or permission, for example, *Ich möchte ... , bitte.*; *Hilfe, bitte!*; *Darf ich bitte auf die Toilette gehen?*, ask for information, clarification or assistance, such as, *Wie bitte? Hast du mein Buch? Wie sagt man das auf Deutsch?*, and clarify answers, for example, *Das ist meine Freundin und sie kommt aus China. ... Ja, ich habe zwei Brüder, sie heißen Nick und Max.* When socialising, they make simple statements such as *Ich mag Fußball, aber Toms Lieblingssport ist Basketball*. They use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences, such as *ja, rot, singen, Sport, Winter, zwei, ich auch*. They obtain key points of information and identify main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning. They use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order. They use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, such as *der/ein*, personal pronouns and some possessive adjectives, for example, *mein, dein, sein, ihr* in the nominative and accusative. They qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, *am Montag; besser; in der Schule*, and link words, phrases and sentences using *und, aber* and *oder*, and other connectives such as *dann, später* and *zuerst*. They work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible. They identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences. They explain how aspects of their own identity impact on intercultural exchange.

Students identify German as an important European and global language and that it is related to English. They identify some of the common variations in German used in different contexts by different people. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They understand and apply grammatical concepts such as gender and number, and nominative and accusative case. They identify key similarities and differences between the phonological and orthographic systems of English and German, including the *Umlaut* and *Eszett*, capitalisation, and punctuation used in numbers (ordinals, decimals). They identify features of common spoken, written and multimodal texts. They understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community.

Years 9 and 10

The nature of the learners

At this level, students bring to their learning existing knowledge of German language and culture and a range of learning strategies and experiences. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including how German could be part of these.

German language learning and use

Learners interact with peers, teachers and other German speakers in immediate and local contexts relating to their social and learning worlds, and with unfamiliar German-speaking communities and cultural resources through a range of physical, virtual and online environments. This is a period of language exploration and vocabulary expansion, and of experimentation with a wider range of modes of communication, for example, digital, collaborative performance and group discussions. Greater control of language structures and systems, and understanding of the variability of language use increase confidence and interest in communicating in a growing range of contexts. Learners use German to initiate, sustain and extend interactions in situations such as negotiating a resolution to a disagreement; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; to develop, analyse, interpret and translate a wider range of texts and experiences; and to reflect on and evaluate learning experiences. They use German more fluently, with a greater degree of self-correction and repair, and reference the accuracy of their target language use against a stronger frame of grammar knowledge. They demonstrate understanding of language variation and change; of how intercultural experience, technology, media and globalisation influence language use and forms of communication. Task characteristics and conditions are more complex and challenging. They provide opportunities for collaborative language planning and performance, the development of translating and interpreting tools, and strategic use of language and cultural resources.

Contexts of interaction

Learners interact with teachers, peers and members of German-speaking communities face-to-face and via digital technologies. They may also have opportunities to engage with German speakers and cultural events in the wider community, such as in the media, guest speakers, exchange students, language assistants, film festivals, community events or in-country travel.

Texts and resources

Learners build on and extend their knowledge of different types of text and language functions through balancing focused attention to language forms and structures with text creation and performance. They work with a wider range of fiction and nonfiction texts, which allows for exploration of themes of personal and societal relevance, for example, global issues, identity and relationships, diversity and inclusivity. They develop additional analytical tools, including consideration of literary form and devices, and ways in which language choices empower, build identity and are influenced by audience, context and purpose. They identify how texts shape perspectives and meaning.

Features of German language use

Learners expand their knowledge and control of grammatical elements such as register, future tense, reflexive verbs and subordinate clauses. In-depth investigation of the links between German, English and other languages they know strengthens learners' intercultural capability. They examine the processes involved in learning and using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and 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 themselves through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

Learners are increasingly aware of and responsible for their own learning, working independently and collaboratively to address their learning needs. Resources are required to support this process, such as technological support for vocabulary expansion, graphic organisers, modelled texts, dictionaries and teacher feedback. Students require continued explicit instruction on the grammatical system and opportunities to discuss, practise and apply their knowledge. They monitor their own progress and learning, such as through the use of e-journals or folios, using these to reflect on their language learning and intercultural experience.

The role of English

While sustained use of German is expected at this level, English continues to be used when necessary for substantive discussion, explanation and analysis. This allows learners to communicate in depth and detail about their experience of learning German and to express ideas, views and experiences at a level beyond their current level of proficiency in German. English may be used in conjunction with German to conduct research, to translate or to communicate bilingually.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate and maintain interactions with peers and adults by seeking and offering ideas, opinions and feelings as well as information related to relationships, school experience, community and future plans

[Key concepts: routines, relationships, community; Key processes: interacting, participating, describing]

(ACLGEC018)



- participating in conversations using strategies to sustain interactions, such as asking for repetition, clarification and confirmation, for example, *Wiederholen Sie die Frage, bitte! Was bedeutet das? Meinen Sie... ?*
- discussing and giving opinions on aspects of school life, such as timetables, subjects, teachers and uniforms, for example, *Wann haben wir montags Deutsch?; Ich finde Mathe interessant, aber meine Mathelehrerin ist sehr streng. Und du, findest du Mathe auch interessant?*
- exchanging personal information and views in digital communications with peers about their school, family and friends, for example, *Ich finde meine Schule sehr gut, obwohl...; Ich komme gut mit meinem Bruder aus, weil ...*
- describing own *Wohnort* and commenting on advantages and disadvantages of living there, such as whether there are sporting or shopping facilities nearby, for example, *Ich wohne gern auf dem Land. Es gibt in der Nähe einen Fluss und einen Fußballplatz. Leider haben wir kein Kino. Gibt es einen Supermarkt, wo du wohnst?*
- recounting events and describing activities and personal experiences from the past, for example, *Gestern Abend hat Bayern-München gegen Mainz gewonnen. Hast du das Spiel gesehen?; Wir sind in den Ferien zum Strand gefahren.*
- comparing own characteristics, weaknesses and strengths with those of others, and describing the ideal friend, for example, *Ich bin fleißig, unabhängig und abenteuerlustig. Leider bin ich aber auch stur und unordentlich.; Ein guter Freund muss treu und ehrlich sein.*
- posing and responding to questions, such as about future plans and aspirations, for example, *Was wirst du in den Ferien machen? Wir werden zu Hause bleiben.; Was sind deine Zukunftspläne? Nach der 12. Klasse werde ich vielleicht Betriebswirtschaft studieren. Und du, was hast du vor?*

Interact with others to make decisions and solve problems to complete tasks such as obtaining goods or services, and negotiate with peers to take individual and/or collective action
[Key concepts: roles, transactions, tasks; Key processes: collaborating, negotiating, discussing]

(ACLGEC019)



- sharing suggestions with peers to organise class displays and events such as a German *Kabarett* or *Karneval* (*Wer organisiert die Musik?*; *Wir können Poster machen*), and agreeing or disagreeing with a suggestion, for example, *Gute Idee!*; *Das ist/wäre super/blöd!*
- participating in scenarios related to travelling or living in a German-speaking country, for example, staying with a host family or using transport
- completing tasks involving authentic or simulated transactions, such as shopping for clothes or comparing similar offers for goods in online catalogues on German-language internet sites, for example, *Ich möchte diese Hose anprobieren. Haben Sie Größe 38?; 30 Euro? Das ist sehr preiswert.*
- completing an application form for services such as online memberships or for opportunities such as student exchange programs or scholarships, and explaining reasons for applying
- discussing and negotiating a resolution to a problem, such as a disagreement with a parent, sibling or classmate about having to share a room or computer (*Was soll ich tun? Ich kann es nicht haben, wenn ...*), or making a complaint about unsatisfactory goods or services (*Ich habe eine vegetarische Pizza bestellt, aber ...*; *Die Hose ist die falsche Größe. Ich möchte mein Geld zurück.*

Develop classroom language to contribute to structured discussions and monitor learning by giving and following instructions and advice, making suggestions, asking questions for clarification, and expressing agreement or disagreement

[Key concepts: task, communication, learning strategies; Key processes: participating, discussing]

(ACLGEC020)



- stating a problem and asking for advice, for example, *Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man am besten Vokabeln?*
- discussing and sharing learning strategies, for example, *Lerne jeden Tag zehn neue Wörter! Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe.*
- participating in classroom activities and discussions to manage shared learning experiences, considering and commenting on the contributions and views of others, for example, *Ja, das stimmt. Sie hat Recht. Ich bin anderer Meinung.*

Informing

Elaborations

Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts

[Key concepts: social issues, information, representation; Key processes: selecting, analysing, researching]

(ACLGEC021)



- listening to and viewing short informative texts such as television news items (*Deutsche Welle*), promotional videos or documentaries, and using tools such as guided note-taking or a concept map to extract key information to reuse in own texts
- gathering information from appropriate sources about a topic of interest, for example, use of technology, healthy lifestyles, or aspects of life in German-speaking countries (sporting clubs, travel and holiday destinations)
- compiling and comparing information and views/opinions from a range of spoken or written reports, for example, from interviews and evaluation forms related to a *Schüleraustausch* or *Arbeitspraktikum*
- listening to, reading or viewing interviews with ordinary people, sports stars, musicians, environmentalists or politicians, and summarising and recording information and opinions, for example, writing a journal entry or blog describing a typical day and working conditions in a particular profession
- using print and digital resources such as dictionaries, grammar references and encyclopaedias to support comprehension and research

Present information and opinions in different modes and familiar text types appropriate to audience, context and purpose, applying conventions of text types

[Key concepts: content, audience, mode; Key processes: presenting, designing, transposing]

(ACLGEC022)



- presenting information in a range of persuasive and informative texts, such as advertisements, websites and magazine articles, using visual images and/or sound effects to enhance meaning for different target audiences
- explaining a procedure or practice, using simple language and supporting graphics, materials and gestures, for example, how to play a game or sport, a cooking show segment, or fashion tips
- creating a web page for young German-speaking travellers looking for work in Australia, indicating different regional employment possibilities and providing key points of information about each region, for example, *Farmarbeit in Queensland*, *Kindermädchen im Outback*, *Küchenhilfe an der Südküste*
- conveying information, opinions and ideas by aligning choice of language and text structure to topics and themes, for example, using emotive images and captions to highlight issues such as *Jugendarbeitslosigkeit*, or rap rhythms and slogans to provoke reactions or to entertain

Creating

Elaborations

Respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions and opinions, or modifying aspects

[Key concepts: themes, imagination; Key processes: responding, modifying, transposing]

(ACLGEC023)



- listening to, reading and viewing digital and other texts such as songs, stories, television programs and films with subtitles, and responding by expressing views or by modifying key aspects, for example, creating a new scene, continuing the story, re-creating a video clip using parody, role-playing an interview with a character, or retelling or performing the text from the perspective of one of the minor characters
- comparing contemporary German and Australian music by reading music blogs or online magazines, viewing video clips and listening to music stations, and identifying similarities and differences in expression, themes and styles of performance
- writing a review of a film, television episode or performance for an entertainment guide
- comparing Australian and German examples of a particular television genre for cultural and stylistic similarities and differences, such as the German and Australian versions of *Top Gear*, *The X Factor*/*Deutschland sucht den Superstar* or *Home and Away*/*Gute Zeiten, schlechte Zeiten*

Create a variety of imaginative texts to entertain, convey ideas and express emotions

[Key concepts: expression, humour, imagination; Key processes: composing, experimenting, expressing]

(ACLGEC024)



- describing an imagined experience using a familiar text type, for example, a diary entry describing the first day as an exchange student in a German school, or a 'recipe' for a great birthday party
- composing and performing short songs with particular themes or for imagined occasions, for example, *Liebe*, *Ferien*, *Austausch*
- dramatising a text, for example, performing a poem using a given format, such as *Elfchen*, a string poem or *Konkrete Poesie*, or imagining they are the 'characters' in a painting and creating a scenario and dialogue
- creating an imaginative text to entertain a younger audience, such as a picture storybook, puppet play or short film
- creating a digital persona or avatar in a German-speaking fantasy world, incorporating communicative styles and social behaviours observed in German texts

Translating

Elaborations

Translate and interpret aspects of informative and imaginative texts, identifying and explaining some of the challenges involved and adjustments required when transferring meaning between languages and cultures

[Key concepts: equivalence, representation, adjustments; Key processes: interpreting, translating, comparing]

(ACLGEC025)



- comparing, analysing and explaining some common idiomatic expressions in both German and English, for example, *Er hat einen Vogel* ('He's crazy'), *Kuhdorf* ('one-horse town'), *Ich drücke dir die Daumen* ('I'll keep my fingers crossed for you')
- translating into English a public notice or advertisement for an event in a German-speaking country, for example, *Basler Fasnacht* or *Salzburger Jugendtag*, then comparing own translation with peers', discussing differences between versions and considering reasons for these
- finding and comparing equivalent similes and metaphors in German and English, and suggesting possible reasons for differences, for example, *so alt wie ein Baum/Stein* ('as old as the hills'), *einen Bärenhunger haben* ('to be as hungry as a horse')
- explaining terms for common features of schooling in German-speaking countries, such as those related to curriculum or assessment and reporting (*die erste/zweite Fremdsprache*, *Pflichtfächer*, *AGs*, *das Notensystem*, *die mündliche Note*, *der blaue Brief*, *sitzenbleiben*), and comparing them with similar terms used in Australian schools
- discussing issues associated with using online translators by comparing different versions of a translated text and suggesting reasons for differences and mistranslations

Create bilingual texts such as captions, glossaries or footnotes to interpret cultural and linguistic aspects of texts

[Key concepts: representation, meaning, culture; Key processes: translating, interpreting]

(ACLGEC026)



- providing bilingual captions for images of scenes from Australia and German-speaking countries to explain cultural aspects, for example, bush, forest, mountain, beach or city images
- creating websites or printed guides for international students intending to attend Australian schools, highlighting key terms and expressions associated with traditions, curricula, schedules or routines, and including footnotes as necessary
- providing vocabulary lists and annotated cultural explanations for German-speaking visitors to events such as Australian sports days, swimming carnivals or family barbecues, explaining terms such as 'BYO (food/chair)'
- creating English captions, commentaries or subtitles for German multimodal texts to explain cultural and linguistic aspects

Reflecting

Elaborations

Interact with a range of German speakers and texts, being aware of audience and context, and recognising that intercultural communication involves shared responsibility for meaning-making

[Key concepts: impact, reciprocity; Key processes: evaluating, questioning, taking responsibility]

(ACLGEC027)



- exploring the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings or behaviours such as the degree of formality or directness
- reflecting in discussions or journals on critical incidents in the course of learning and using German, for example, breakdowns or breakthroughs in communication, and discussing repair and recovery strategies and insights gained
- reflecting on how language choices might be interpreted by German speakers and making adjustments to help convey intended meaning, for example, more often using the generalised pronoun *man* or a passive construction rather than *du/wir/sie* or (*alle*) *Leute*
- considering how own cultural practices, values and body language may be interpreted by German peers, for example, personal space and physical contact, personal and family habits and behaviours
- exploring and challenging own assumptions and offering different perspectives to new situations/learning/language, including challenging stereotypes, for example, by making video clips of cultural bloopers an Australian visitor to a German-speaking country might make, and vice versa

Reflect on self as a language user and discuss own and others' cultural identity, considering how it is both shaped by and influences ways of communicating and thinking

[Key concepts: identity, culture, values; Key processes: reflecting, analysing, discussing]

(ACLGEC028)



- reflecting on the experience of learning German and considering how this might add a further dimension to own sense of identity, for example, by creating a persuasive text about the benefits of knowing another language
- mapping own linguistic and cultural profile, such as by creating a web profile or a timeline of major milestones, highlighting formative elements such as family languages, key relationships and intercultural experiences, for example, *Wann und warum benutze ich Englisch/Deutsch/X? Wie fühlte ich mich früher und wie fühle ich mich jetzt als Englisch-, Deutsch-, Xsprechende(r)? Warum ist es wichtig, dass ich eine neue Sprache lerne?*
- noticing and exploring how identity is expressed through languages spoken by people in various cultural contexts, including languages spoken by classmates and family or community members
- exploring how cultural identity is manifested, for example, through family occasions, community events and festivals
- discussing how they would represent being Australian in a cultural forum, for example, what they would wear or take to an International Students Day function held in Switzerland

Understanding

Systems of language

Elaborations

Notice examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions; and articulate and apply in writing common German spelling and punctuation rules, such as for commas and quotation marks

[Key concepts: metalanguage, variation, context; Key processes: explaining, comparing, imitating, experimenting]

(ACLG EU029)



- recognising and reproducing rhythms in complex sentences, using pausing and intonation to signal clause sequence and emphasis
 - recognising the role of pronunciation, rhythm and pace in enhancing meaning and creating effects (mood, suggesting relationships) in spoken texts such as stories, poems, songs and conversations
 - listening to and/or viewing excerpts of authentic German conversations, noting examples of contractions and the impact of their use
 - comparing punctuation rules in English and German, considering aspects such as the distribution and functions of commas, and the style of quotation marks for direct speech
 - applying German punctuation and spelling rules to edit own and others' written work systematically
-

Extend grammatical knowledge, including of cases, demonstrative and interrogative adjectives, prepositions, common subordinating conjunctions, and past and future tenses, to describe, situate and link people, objects and events in time and place

[Key concepts: grammatical systems, connections, syntax;
Key processes: applying, analysing, describing]

(ACLGEU030)



- specifying a person, object or place using knowledge of the German case system (nominative, accusative and dative), and using definite and indefinite articles, personal pronouns (including *man*), and possessive, demonstrative and interrogative adjectives such as *ihr, sein, unser, dieser, jeder* and *welcher*
- noticing use of the genitive case mainly in written texts, for example, *Deutschlands Schulen, die Rolle der Frau, der Gebrauch des Genitivs*
- understanding the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, *Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring.; Es gibt kein großes Einkaufszentrum in dieser Stadt.*
- selecting the correct personal pronoun for 'it' (*er/sie/es; ihn*) for objects, for example, *Woher hast du den Hut? Er ist sehr schön. Ich habe ihn bei ... gekauft.*
- comparing the meanings and use of the German modal verbs with their English equivalents, for example, *Wir müssen eine Schuluniform tragen. Man darf hier nicht essen. Du musst das nicht essen.*
- describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs, for example, *Er sieht viel fern.; Ich muss meine Hausaufgaben machen.; Morgen ist unser letzter Schultag. Wir werden nächstes Jahr in der 11. Klasse sein.*
- describing past events and experiences in the present perfect and/or simple past tense using a limited range of common verbs, for example, *Ich bin gestern Skateboard gefahren.; Als Kind trank ich gern Milch.*
- using reflexive verbs in present tense with their appropriate reflexive pronouns to describe daily routines and express emotions and interests, for example, *Ich dusche mich morgens.; Interessierst du dich für Geschichte?; Wir freuen uns auf die Ferien.; Erinnerst du dich an ... ?*
- noticing that some verbs can be combined with a separable or inseparable prefix which alters the meaning, for example, *Er kommt um 17.15 Uhr.; Kommst du mit?; Ich bekomme manchmal Geld zum Geburtstag.*
- understanding and giving instructions, applying the different forms for single/plural addressees and informal/formal register, for example, *Mach dein Buch zu, Angela! Freunde, helft mir! Hilf mir! Machen Sie das Fenster bitte zu, Frau Berger!*
- linking and sequencing events and ideas using a range of cohesive devices, including adverbs (*dann, früher, danach, vorher*) and common subordinating conjunctions (*als, dass, obwohl, wenn, weil*), usually with the subordinate clause after the main clause
- expressing opinions using, for example, *meiner Meinung nach; Ich glaube, dass ... ; Wir sind dagegen/dafür, denn ...*
- asking and answering questions using a range of

interrogatives, including *warum* to elicit reasons and *wozu* to clarify purpose

- understanding and applying the 'verb as second element' and 'subject-time-object-manner-place' (STOMP) word order rules for main clauses and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, *Langsam verstehe ich mehr Deutsch.*; *In der Schule gibt es viele Umweltaktionen.*
- understanding and using dative and accusative prepositions with their core meanings, for example, *Ich komme aus Australien.*; *Das Eis ist für mich.*; *Der Junge geht zum Bahnhof.*
- understanding the meaning of and using 'two-way' prepositions (*Wechselpräpositionen*), for example, *Wir gehen ins Kino.*; *Sie wohnen in der Schweiz.*
- making comparisons using a range of structures, for example, *Ich esse lieber Salat als Fleisch. Welches Auto ist am sichersten?*; *Kaffee ist nicht so gesund wie Wasser.* using appropriate units of measurement, for example, for height/length, area, time and velocity (*Meter, Kilometer; Quadratmeter, Quadratkilometer; Jahrzehnt, Jahrhundert, Jahrtausend; Stundenkilometer*)
- extending metalanguage to communicate in German and English about case, word order, verb tenses and moods (for example, *Dativ, Wechselpräpositionen, das Imperfekt, der Imperativ, Hilfsverben, trennbare Verben*)

Identify, comprehend and create a range of different text types, including simple narrative, informative and persuasive texts such as diary entries, letters, advertisements and articles, incorporating appropriate linguistic, textual and cultural elements

[Key concepts: text construction, textual conventions; Key processes: comparing, analysing, applying]

(ACLG EU031)



- applying knowledge of the interrelationship of audience, context and purpose and using knowledge of text types and their purpose to predict the meaning of unfamiliar vocabulary in texts
- identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects, for example, the positioning of the reader in advertisements through the use of personal pronouns, imperative/interrogative verb forms and emotive language and images
- comparing German and English versions of texts with easily recognisable language features, such as love songs or recipes, noticing differences or similarities in imagery or focus that might be culturally significant
- analysing structural and linguistic differences through reading, viewing, listening to and/or performing texts with common content, such as print, radio and television advertisements for the same product
- understanding, creating and transforming texts with different purposes (to persuade, to entertain), different audiences (children, adolescents, German speakers, Australians) and different forms, including digital (short speech, blog)

Language variation and change

Elaborations

Identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts

[Key concepts: variation, register, style; Key processes: analysing, comparing, explaining]

(ACLGEU032)



- understanding that the level of formality in a text may be decreased by using some contractions and slang, for example, in an informal conversation or email, or increased by applying key features such as appropriate layout and structure, formal register and subordinate clauses, for example, in a job application letter
 - analysing differences in register and style when using language in different contexts, for example, watching video clips showing introductions, greetings and farewells in different situations, or noticing the use of youth language in songs, graffiti and text messages
 - interpreting, explaining and using textual conventions popular with young German speakers, such as the use of contractions, abbreviations and acronyms in text messages, for example, *4u* = *für dich* = *for you*, *brb* = *bin gleich wieder da* = *be right back*, *8ung* = *Achtung!*, *dubido* = *du bist doof*, *sz* = *schreib zurück*, *sTn* = *schöner Tag noch*
 - identifying key differences in regional dialects and accents
 - analysing linguistic choices in situations of potential conflict involving an apology and acceptance of an apology (complaining about poor service or faulty goods, or apologising for forgetting someone's birthday), or dealing with a contentious issue and expressing agreement and disagreement in different ways, for example, *Ich bin nicht damit einverstanden*; *Das stimmt nicht ganz*; *Spinnst du?*
-

Understand that language has power and changes over time as a result of contact with other languages and with influences such as globalisation and new technologies and knowledge
[Key concepts: evolution, influence; Key processes: noticing, analysing, investigating]

(ACLGEU033)



- considering how language marks values and attitudes such as respect and equality, and includes and excludes, for example, the use of titles or first names (*Herr Doktor Schmidt, Herr Schmidt, Georg*), different words for the same entity (foreigner/immigrant/refugee), the gendered nature of professional titles (*der Lehrer, die Lehrerin; das Kindermädchen*), and access to community information for non-English speakers
- noting that although German grammar has not changed as much as English over the centuries, it did relatively recently undergo changes in spelling and punctuation in the official *Rechtschreibreform*, requiring, for example, *ß* to be used only after long vowel sounds or diphthongs (*Fußball, Spaß, weiß*), and *ss* to be used after short vowels (*dass, Klasse*)
- investigating and reporting on evidence of current and historical influences of German language and culture in the local and broader Australian community, for example, German/Austrian/Swiss place names (Heidelberg, Hahndorf, Leichhardt, Grindelwald), food (cafés, restaurants, bakeries, market stalls), festivals and celebrations (German Film Festival, Swiss Festival, *Weihnachtsmarkt*), and organisations (Goethe-Institut, SBS German Radio, clubs, churches, companies)
- considering the concept of 'ecology' in relation to German and other languages; that is, the interaction of the language with constantly changing environments due to globalisation, technology, and language shifts and exchange

Role of language and culture

Elaborations

Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs

[Key concepts: diversity, culture; Key processes: questioning, analysing, reflecting]

(ACLGEU034)



- establishing a deeper understanding of diversity, and reflecting on what own experience of linguistic and cultural diversity means for them
- sharing ideas about how culture ‘works’ as a combination of beliefs, values and practices, and examining own personal and community cultural frames of reference and how and why these change over time
- reflecting, through personal journals and group discussions, on how learning German has impacted on own assumptions about German language, culture or identity
- considering how the experience of learning a new language has impacted on their awareness of their own communicative and cultural behaviours and of how these may be interpreted by others
- analysing how language use and culture reflect and construct relationships, practices and attitudes, including expressions and concepts in German related to education, social equality, national identity and commitment to world peace, for example, *Fremdsprache*, *Ausbildung/Erziehung*; *Nationalismus/Heimat*; those related to *Ausländer* in German-speaking countries and those within Germany, such as *Nord–Süd/Ost–West* (*Ossi/Wessi*) identity

Years 9 and 10 Achievement Standard

By the end of Year 10, students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. They interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language. They ask and respond to familiar questions, for example, *Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?* and make comparisons, such as, *Meine Freundin ist fleißiger als ich*. They give opinions explain problems and ask for advice or clarification, for example, *Ich wohne gern auf dem Land, weil ... , Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man die deutschen Verben?*. They apply rules of pronunciation, intonation and stress, including variations such as contractions. They locate, analyse and record information, feelings and opinions from a range of texts. They respond to and re-create imaginative texts, and use descriptive and expressive vocabulary to communicate about experiences and emotions. They modify meaning with a range of adverbs and adverbial phrases, such as, *Wir haben das schon am Montag mit Frau Rolf gemacht*. They create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts. They use a range of grammatical elements to describe, situate and link people, objects and events in time and place. They use articles, for example, *der/ein*, personal pronouns, some demonstrative and interrogative adjectives such as *dieser, jeder* and *welcher*, possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic-based phrases. They use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs. They describe past events and experiences using the present perfect and simple past tenses with a range of common verbs. They use some common reflexive verbs in the present tense, such as, *Ich dusche mich morgens.*; *Interessierst du dich für Geschichte?* They use a variety of conjunctions and cohesive devices, for example, *als, dass, wenn, weil; dann, früher, danach, vorher*, to create cohesion and interest. They translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures. They explain the importance of audience and context in intercultural exchanges. They explain how cultural identity is both shaped by and influences ways of communicating and thinking.

Students give examples of how language changes over time and identify reasons for change. They apply the German case system (mainly nominative, accusative, dative) and explain the relationships between noun gender, article, pronoun, adjectival ending and case. They name some grammatical terms and their functions. They identify variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation. They identify textual conventions in a range of texts and explain how they shape meaning and influence responses. They identify how features of German in familiar spoken and written texts vary according to audience, context and purpose. They reflect on their own cultural identity in light of their experience of learning German, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups.

The Australian Curriculum Languages - Hindi

Overview

Context statement

The place of the Hindi language and associated cultures in Australia and the world

Hindi is an official language of India and Fiji. It is the most widely spoken language of the Indian subcontinent and is also widely spoken throughout the world in countries that include the United States, the United Kingdom, Canada, Mauritius, the Gulf countries and Australia. The language and associated cultures have evolved over time due to processes such as colonialism, globalisation and technological change, and to India's geopolitical and historical position in the world.

The languages of India belong to several language families. Modern Hindi evolved into a distinct language in the New Indo-Aryan Period (from the 11th–12th century). Current understandings of the language are based on the idea of there being a Modern Standard Hindi (मानक हिंदी), based on the Khari Boli dialect spoken in the Delhi area and written in Devanagari script. More broadly, the notion of Hindi also includes a variety of dialect forms that are not covered by this curriculum, such as Braj Bhasa (ब्रज भाषा) and Avadhi (अवधी), which have their own distinctive grammatical standards. Following independence in 1947, the Indian Government instituted a standardisation of grammar, using the Devanagari script to standardise orthography and bring about uniformity in writing. The Constituent Assembly adopted Hindi as the Official Language of the Union on 14 September 1949, now celebrated each year as Hindi Day.

Hindi follows a consistent set of grammatical standards that derive from the same roots as classical Sanskrit. Its vocabulary includes elements not only from Sanskrit but also from Persian, Arabic, Dravidian, other Indian languages and from world languages such as Turkish, Portuguese and English. The lexicon comprises of words taken directly (तत्सम words) and derived from Sanskrit (तद्भव words), as well as other languages. Like all languages, Hindi has multiple registers and freely uses loan words in different registers of speech and writing. Popular everyday registers incorporate many words derived from Persian and Arabic and increasingly incorporate English loan words and expressions.

Hindi is the first language of a large proportion of the population of India and is spoken by more than half the overall population. It is an official language in Delhi, Uttar Pradesh, Uttarakhand, Chhattisgarh, Himachal Pradesh, Chandigarh, Bihar, Jharkhand, Madhya Pradesh, Haryana and Rajasthan. By virtue of its role as a lingua franca, Hindi has also developed regional dialects, such as Bhojpuri Hindi in Mumbai, Dakhini in parts of Telangana and Bangladeshi Urdu in Bangalore, Karnataka. Hindi's role as a lingua franca is evidenced in many forms of popular culture, such as music and film.

Hindi has been an important element of Indian educational systems, both as a first and second language and as a language of instruction. In non-Hindi states, Hindi may be learnt as the third language.

Significant Indian migration to Australia began in the 1980s and continued through the 1990s. The majority of migrants come to Australia through family connections, and the number of skilled migrants continue to grow. According to the Australian Census, in 2011 there were 111,352 Hindi speakers in Australia. Most Indians are multilingual and Hindi is one of the most widely spoken languages in the Australian Indian community.

The place of the Hindi language in Australian education

The community's commitment to maintain and to express Hindi identity through language, culture and religion is reflected in the strength of Hindi language use in home and community contexts and in well-established after-hours Hindi school programs. Since 2007, there has been an increase in numbers of students learning Hindi, primarily in community language schools and weekend language schools in New South Wales, Victoria and South Australia. Some programs are now offered in mainstream schools, including programs that cater for second language learners. Total student numbers are relatively low, but increasing enrolments reflect the growing Indian community in Australia and the Australian Government's commitment to support linguistic diversity in the community and to develop capabilities in the languages of the region, including Hindi (Australia in the Asian Century white paper 2012).

The nature of Hindi language learning

Hindi language learning in the context of this curriculum reflects the profile of the cohort of learners for whom it is designed. They are background language learners, with different levels of familiarity with the language and associated cultures. For many, this existing capability is more oral than literacy-based, and initial challenges associated with learning relate primarily to literacy development. Modern Standard Hindi is written in the Devanagari script, which is also used for Sanskrit, Marathi and Nepali. It is a phonetic script, which accurately represents the sounds and syllabic structure of Hindi. Study of the script involves learning the 13 sounds classified as vowels in their long and short forms and the 33 consonant sounds, distinguished between unaspirated and aspirated consonants and of retroflex and dental 'ta' and 'da' sounds. There are five Persian and Arabic consonant sounds used in Hindi and represented in script, as well as two 'flapped' forms of retroflex 'r' sounds. The syllabic structure of Hindi is represented in Devanagari by a system where vowels following consonants are represented by symbols called matra, and two or more consonants can be combined in a syllable without intervening vowels by conjunct forms of consonants.

Learning the Hindi grammatical system is supported by the regularity of key elements. These include a normative subject-object-verb sentence structure and the use of postpositions that impact on agreements with nouns, pronouns and adjectives. Sociolinguistic aspects of Hindi-speaking communities are reflected in aspects of the grammar, such as the system of three levels of pronouns for 'you' and linguistic variations that indicate levels of respect. Hindi is a highly inflected language. All nouns are grammatically masculine or feminine, so adjectives agree with nouns, and verbs show agreement for both number and gender. Actions are distinguished not only by time and manner of performance but also through a distinction between habitual actions and actions completed at a particular time. Learning Hindi involves some complexities at higher levels of study, as learners need to understand complex combinations of verbs and the use of causative verb forms, and to recognise ways in which Hindi draws on Sanskrit, Persian and Arabic in the formation of complex compound words in higher registers of speech.

The Hindi language used in the Australian Curriculum reflects the use of Hindi in contemporary times, engaging learners in the full range of contexts in which the language is presently used in India and Australia.

The diversity of learners of Hindi

The Australian Curriculum: Languages – Hindi is pitched to background language learners, the dominant cohort of learners in the Australian context. Students vary significantly in terms of language and cultural experience, variability being defined in part by home language environments, generational language shifts and parental cultural and linguistic backgrounds. Learners may be first-, second- or third-generation Australians. Some may have established literacy skills in Hindi; others will use Hindi in the home or community alongside other languages; others will extend their use of it to social or friendship groups. Others may have learnt the language in large part from forms of mass media, such as Bollywood productions, music and popular fiction. Some have more receptive than productive language capabilities.

The Australian Curriculum: Languages – Hindi has been developed according to two learning sequences: Foundation – Year 10, and Years 7–10 (Year 7 entry). Teachers will use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences for these students.

The intercultural language learning orientation of the curriculum explores the cultural dimension that shapes and is shaped by languages. Background learners of Hindi already have lived experience of this relationship, 'living between' Hindi and English in the Australian context. The curriculum provides opportunities for analysis, explicit focus and reflection on this lived experience and further opportunities for students to participate in intercultural experiences, to extend their ways of perceiving and being in the world, and to understand themselves and others as culturally, bi-culturally and inter-culturally situated.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Hindi are available as PDF documents.

Languages - Hindi: Sequence of content

Languages - Hindi: Sequence of Achievement - F-10 Sequence

Languages - Hindi: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum Languages - Hindi Years F–10 Sequence

Foundation to Year 2

The nature of learners

Children in this pathway enter the early years of schooling with established oracy skills in Hindi, English and sometimes other languages or dialects. There will be variation in terms of proficiency in Hindi, depending on variables such as home language environment, generational language shift and parental cultural and linguistic background. Children will have varying degrees of literacy capability in both/either Hindi and/or English, and share the experience of belonging to worlds in which languages play a key role. Cognitive and social development at this stage is exploratory and egocentric. The curriculum builds on children's interests, sense of enjoyment and curiosity, with an emphasis on active learning and confidence building. Hindi is learnt in parallel with English language and literacy, which for some children will be being learnt as a second or additional language. Learning in the two areas differs significantly but each supports and enriches the other.

Hindi language learning and use

Rich language input characterises the first stages of learning. Children are familiar with the sounds and patterns of Hindi, and their fluency and accuracy are further developed through activities such as rhymes, songs, clapping and action games. Children identify and use high-frequency expressions and phrases, and recognise the purpose and intention of simple texts. They use culturally appropriate non-verbal strategies, and produce statements and expressions in response to prompts and cues. They are supported to use Hindi for different language functions, such as asking and responding to questions, expressing wishes, responding to directions, and taking turns in games and simple shared learning activities. They notice that the languages that they know are used differently in different situations and that they themselves communicate differently in some situations when using Hindi, English or other languages. Creative play provides opportunities for exploring these differences and for using Hindi for purposeful interaction in some less familiar contexts.

Contexts of interaction

Children interact with each other and the teacher, with some access to wider school and community members. Information and communications technology (ICT) resources provide additional access to Hindi language and associated cultural experience, connecting children's social worlds with those of Hindi-speaking children in communities other than their own. Hindi is the dominant language used in classroom interactions, routines and activities, supported by the use of English when required. The early stage of language and literacy development is supported by use of concrete materials and resources, gestures and body language. Play and imaginative activities, games, music, movement and familiar routines provide essential scaffolding and context for language development.

Texts and resources

Children engage with a variety of spoken, visual, written and digital texts. They listen and respond to teacher talk, share ideas and join in songs, rhymes, stories and chants, and various forms of play and simple conversational exchanges. Written and digital texts include stories, shared Big Books, wall charts and teacher-generated materials, such as games, labels, captions and flashcards.

Features of Hindi language use

Children’s familiarity with the spoken form of Hindi supports their introduction to the written form of the language. They make connections between speech and writing, and are introduced to the Devanagari script, recognising and reproducing written forms of the 13 sounds classified as vowels and the 33 consonant sounds. They become familiar with the syllabic structure of the script and the use of matra and conjunct forms of consonants. They recognise basic elements of grammar, such as the subject-object-verb order of sentences, the placing of adjectives before nouns, सुंदर लड़की, छोटा बच्चा, रंग-बिरंगी तितली, agreements for number and gender, मैं, हम, मेरा, तुम्हारा, variable use of pronouns and postpositions and the use of simple verbs to describe actions, गाना, खाना, खेलना, दौड़ना. Writing skills progress from labelling and copying familiar words and phrases to co-constructing simple texts using familiar vocabulary, language features and sentence structures. As children learn to adjust language to suit different purposes and situations, they begin to understand how culture shapes language use. They compare how they feel when they use different languages and how they view different languages and people who use them. This introduction to the meta-dimension of intercultural learning develops the ability to ‘decentre’, to consider different perspectives and ways of being, and to become aware of themselves as communicators and cultural participants.

Level of support

Learning is supported via the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement.

The role of English

While learners are encouraged to use Hindi whenever possible, English is used when appropriate for discussion, comparison, reflection and explanations. Mixing the two languages is common at this level; it reflects children’s experience in their home communities.

Foundation to Year 2 Content Descriptions

Communicating	
Socialising	Elaborations

Interact with teacher and peers to exchange greetings, talk about themselves and their families, to express thanks, wishes, feelings and preferences

[Key concepts: self, family, home, wishes; Key processes: interacting, greeting, describing]

(ACLHIC001)



- greeting and farewelling each other and the teacher using appropriate expressions and body language, for example, joining both hands and bowing the head while saying नमस्ते and using terms, such as फिर मिलेंगे and गुरुजी
- using appropriate greetings in different contexts, for example, अध्यापिका जी! आप कैसी हैं? नमस्ते विनोद, तुम कैसे हो?
- introducing and describing themselves, their friends and family members, for example, मेरा नाम कविता है। ये मेरे पिताजी हैं। ये बहुत दयालु व्यक्ति हैं। ये मेरी माता जी हैं। ये बहुत सुन्दर हैं। ये मेरे बड़े भाई हैं। ये बहुत परिश्रमी हैं। यह मेरी छोटी बहन है। इसका नाम सुधा है। यह पाँच साल की है।
- exchanging phrases used in everyday social interactions, such as thanking, apologising or offering congratulations, for example, धन्यवाद; शुक्रिया; माफ़ करना; बधाई हो; बहुत अच्छे! वाह! क्या बात है!
- using simple statements to express likes or dislikes, preferences or feelings, for example, मुझे खेलना पसंद है। मुझे किताबें पढ़ना पसंद नहीं है। मैं उदास हूँ। मैं बहुत खुश हूँ।
- expressing wishes for different kinds of occasions and events, for example, दिवाली की शुभ कामनाएँ; ईद मुबारक; जन्मदिन की बधाई
- asking and answering questions about each other's daily routines at home and at school, for example, तुम्हें अपने खाली समय में क्या करना पसंद है? मैं आठ बजे सो जाता हूँ। तुम विद्यालय कैसे जाते हो?

Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning

[Key concepts: play, performance, action learning; Key processes: participating, playing, describing]

(ACLHIC002)



- participating in songs, rhymes and chants, imitating and repeating sound patterns and experimenting with alliteration and rhyme, for example, मछली जल की रानी है; लकड़ी की काठी; चंदा मामा दूर के; नानी तेरी मोरनी को; रे मामा रे मामा रे
- participating in traditional and contemporary games such as खो-खो, पिट्टू, गिल्ली-डंडा, कबड्डी that involve repetitive phrases and behaviours, for example, भागो; जल्दी करो; गेंद पकड़ो; बहुत अच्छे; शाबाश!
- using appropriate phrases and expressions when taking turns in games such as साँप और सीढ़ी; कैरम बोर्ड, for example, तुम्हारी बारी; अब मैं पासा फेंकता हूँ; गोठियाँ चलो।
- responding to instructions by using actions such as forming groups, taking up positions or placing/removing objects in activities that involve concepts such as space, time and memory
- participating in activities that involve competing and guessing, matching or choosing objects, using modelled questions and responses and phrases such as मैं जीत गया; तुम हार गए; बाहर फेंको; अब कौन दूँगा; चलो दौड़ लगाते हैं; बेईमानी मत करो
- swapping items or describing and classifying objects and attributes such as shapes, colours and numbers, for example, तुम्हें कौन सा रंग चाहिए? अगर तुम मुझे लाल कंचे दो तो मैं तुम्हें नीले कंचे दे दूँगा।

Recognise and respond to classroom routines and interactions, such as opening and closing of lessons, transition activities, following instructions and taking turns
[Key concepts: routines, directions, interactions; Key processes: listening, responding, interacting]

(ACLHIC003)



- using and responding to language that structures routines such as opening and closing of lessons, for example, नमस्ते बच्चो, बैठ जाओ; किताब खोलो; जी, ठीक है। अपने अपने आई पैड्स निकालो; पाठ खत्म हुआ; अब तुम सब जा सकते हो; कल मिलेंगे
- participating in daily classroom interactions such as roll call, naming the months and days of the week and describing the weather, for example, परसों २० जून है; कल सोमवार है; आज बहुत सर्दी है।
- following instructions in learning activities, for example, किताब में लिखो; बारी बारी पढ़ो; चार का समूह बनाओ; गोल घेरा बनाओ और बैठ जाओ; बैग ज़मीन पर रखो; कृपया खड़े हो जाओ
- using appropriate language to apologise or make excuses, for example, माफ़ कीजिए, मुझे देरी हो गई क्योंकि ..., or to ask for help, for example, मुझे समझ नहीं आया, क्या आप मेरी मदद कर सकते हैं?
- responding with actions, gestures or verbal responses to teacher instructions such as धीरे बोलो; ध्यान से सुनो; मेरी ओर देखो; बात मत करो; चुपचाप बैठो

Informing

Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs, and use the information to complete guided oral and written tasks
[Key concepts: information, meaning, context, text; Key processes: making meaning, predicting, identifying]

(ACLHIC004)



Elaborations

- listening for specific information in stories, rhymes or songs, such as लाला जी ने केला खाया; एक कौआ प्यासा था; चूहा और शेर, using intonation, gestures and facial expressions to help understanding
- recognising simple written words in familiar contexts, such as labels, captions and story titles
- participating in shared readings of Big Book stories about familiar events or contexts, for example, पंचतन्त्र की कहानियाँ, using pictures, punctuation, intonation and contextual clues to predict meaning, and recording words associated with main characters and events
- identifying key points in simple spoken, written or digital texts by miming, drawing, onscreen pointing, clicking or dragging

Use simple statements, gestures and support materials to convey factual information about self, family, friends and the immediate environment

[Key concepts: self, interests, environment; Key processes: naming, labelling, describing, presenting]

(ACLHIC005)



- labelling or naming classroom items, resources and personal possessions, for example, मेज़, कुर्सी, कम्प्यूटर, पेंसिल, बस्ता
- contributing to a class photo story by creating and reading captions to their own photos, for example, मैं खुश/ उदास हूँ।, or by presenting points of personal information, मुझे चॉकलेट पसंद है। मेरे पास एक काली बिल्ली है। मैं एक अच्छी क्रिकेट खिलाड़ी हूँ।
- using simple sentence structures, familiar vocabulary and supporting gestures to talk about themselves and their immediate environment, for example, मेरे पास एक लाल गाड़ी है। मैं प्रार्थना करने मंदिर / मस्जिद / गुरुद्वारे / गिरिजाघर जाता हूँ।
- representing aspects of their daily routines by writing captions to drawings/pictures or attaching word bubbles, such as स्कूल जाना, दोपहर का खाना, पार्क में खेलना।
- participating in 'Show and Tell' by presenting and commenting on items of personal interest, for example, मेरा पालतू जानवर; मेरा मनपसंद खिलौना

Creating

Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action

[Key concepts: rhythm, expression, character, response; Key processes: singing, responding, drawing, evaluating; Key text types: stories, songs, poems, rhymes]

(ACLHIC006)



Elaborations

- participating in songs, rhymes, lullabies, and poems, for example, लल्ला लल्ला लोरी, दूध की कटोरी, चंदा है तू मेरा सूरज है तू, हम होंगे कामयाब, राष्ट्रीय गान, using facial expressions and gestures to convey meaning
- listening to and viewing Hindi versions of familiar English-language stories, such as खट्टे अंगूर, लालची बिल्लियाँ, गाँधी जी के तीन बन्दर, comparing words and expressions in each language at key points of the story
- responding to stories, rhymes, puppet shows and songs, such as कछुआ और खरगोश; चंदा मामा दूर के, गाँधी जी के तीन बंदर through drawing or painting, facial expression or movement
- comparing their responses to favourite characters or events in stories, rhymes or songs by making simple evaluative statements, such as मुझे 'चालाक बन्दर' कहानी में बन्दर पसंद है क्योंकि उसने बिल्लियों को चालाकी से मूर्ख बना दिया
- responding to rhythmic features by using movement, facial expressions and gestures to convey meaning, for example, by learning and performing the Indian and Australian national anthems जन गण मन

Play with sound patterns, rhythm and rhyme to interpret and adapt Hindi stories, poems and songs that involve familiar language and non-verbal forms of expression

[Key concepts: performance, rhythm, expression; Key processes: performing, imagining, creating, presenting; Key text types: songs, plays, mime, puppet shows, drawings, poems]

(ACLHIC007)



- performing songs, rhymes, and action stories, for example, आलू-कचालू, पानी बरसा छम छम छम, हाथी राजा कहाँ चले, using non-verbal expression such as clapping, head gestures and facial expressions to convey meaning and express emotion
- creating own poems, puppet shows or rhymes by adapting favourite stories to perform at a school or community event, for example, 'चुन्नू - मुन्नू थे दो भाई'; लोक-कथाएँ
- creating and presenting own Big Books, story boards or digital texts based on selected characters or elements of favourite texts
- re-creating stories, rhymes and poems through mime, dance or captioned drawings
- experimenting with devices such as alliteration, word play or repetition to add to the enjoyment of songs, stories and poems

Translating

Explain the meaning of simple Hindi words, phrases and gestures, noticing similarities or differences with English or other known languages

[Key concepts: language, meaning, translation; Key processes: noticing, comparing, translating, explaining]

(ACLHIC008)



Elaborations

- recognising that every language has its own words, sounds and gestures that it uses to make meaning
- translating and explaining the meaning of Hindi words and expressions often used by children of their age, for example, अच्छा!, comparing with expressions they use in similar situations in English
- translating simple classroom texts, such as captions, signs, word lists, charts
- demonstrating body language, gestures or facial expressions that they use with families and friends when speaking Hindi, such as moving the head in different ways to mean different things
- explaining why particular forms of behaviour accompany interactions such as greetings in Hindi, for example, touching the feet of elders while saying प्रणाम to show respect, and receiving blessings

Create simple spoken, print or digital texts for the classroom that combine Hindi and English, such as songs, captions, picture dictionaries, wall charts or labels

[Key concepts: bilingualism, vocabulary, translation; Key processes: creating, comparing, matching, comparing]

(ACLHIC009)



- creating and performing bilingual versions of nursery rhymes such as धोबी और चिड़िया; alternating verses in Hindi and English
- creating a bilingual picture dictionary for classroom use, labelling items in both languages
- creating sets of matching vocabulary cards in Hindi and English and playing *Matching Pairs* or *Memory*
- creating captions in Hindi and English for photos or images to create simple bilingual storybooks in print or digital formats
- creating a personal ID card with details in both Hindi and English, for example, नाम, कद, आँखों का रंग, जन्म तिथि: 'name', 'height', 'eye colour', 'date of birth'

Reflecting

Elaborations

Notice and describe ways in which they use Hindi and English and how these involve different words and behaviours

[Key concepts: meaning, culture, difference; Key processes: noticing, comparing, reflecting, describing]

(ACLHIC010)



- noticing differences in ways they communicate with friends and family in Hindi and English, such as using different forms of address in Hindi for relatives on a father's or mother's side of the family, for example, बुआ जी for a father's sister and मौसी जी for a mother's sister; and using first names in English when addressing parents of their friends
- noticing which language they choose to use in which contexts, and when they mix or switch between Hindi, English or other languages, for example, when playing with friends, interacting with grandparents or reciting prayers
- noticing aspects of Hindi that relate to culture, such as using terms like दीदी when speaking to a woman who is older but not yet old enough to be addressed as माताजी
- describing how it feels to use Hindi in the classroom compared to using it at home or in their community
- developing language for talking about language and culture, for example, using terms such as 'difference', 'behaviour' and 'culture', and considering questions such as लोग ऐसा क्यों/किसलिए करते हैं?

Use simple statements, gestures and support materials to identify themselves as members of different groups, including their family, community and school

[Key concepts: identity, self, community, culture; key processes: describing, representing, comparing, reflecting]

(ACLHIC011)



- sharing information about their family background, such as country or region of origin, languages and dialects spoken in the home and where extended family members live
- representing their membership of family, peer or community groups through pictures or captions to photos
- discussing the role of Hindi in their lives, for example, in family relationships, in special events or things they like to do
- describing how it feels to use Hindi in different contexts, for example, when singing or playing games or when listening to other people using the language
- considering their personal cultural identity, for example, by discussing how 'Australian' or 'Indian' they feel in different situations

Understanding

Systems of language

Elaborations

Recognise the relationship between the sounds and patterns of pronunciation and elements of the Devanagari script, including the representation of long and short vowels, consonants and conjuncts

[Key concepts: pronunciation, characters, writing; Key processes: listening, distinguishing, reciting, writing]

(ACLHIU012)



- recognising and reproducing the sounds and letters of spoken and written Hindi
 - building phonic awareness by recognising and experimenting with sounds and focusing on those that are new and initially difficult, such as त, थ, ग, घ, ट, द, ध।
 - learning how the Hindi sound system is conventionally represented in the Devanagari system by the use of 13 letters classified as vowels (अ-अः) and 33 consonants (क-ह and इ-इः)
 - developing pronunciation skills by singing, reciting, reproducing and mimicking alphabetic elements in context
 - understanding how vowels are pronounced without any obstruction of air coming out of the mouth and consonants are pronounced with obstruction of air by different parts of the mouth
 - recognising that a line on the top of written letters joins them to make words and establishes spaces between words बस, घर। अब घर चल।
 - practising the writing of Devanagari letters 'hanging' from a line, noticing the difference between this and English, where letters are written above the line क ख ग - a, b, c
 - recognising the *matra* form of vowels, such as ि, ी, and distinguishing long and short vowel sounds, such as ि, ी
 - identifying and practising pronunciation of vowel sounds with consonants, for example, कइ/कि, कई/की
 - understanding the formation of conjunct consonants such as क्ष, त्र, ज्ञ
-

Understand elements of Hindi grammar, such as the subject-object-verb sentence structure, question, answer and statement forms, agreements for gender and number, the use of pronouns and postpositions and of verbs in relation to actions and commands

[Key concepts: grammar, sentences, patterns, rules; Key processes: noticing, identifying, explaining]

(ACLHIU013)



- identifying people by using pronouns, such as तुम, तू, आप, मैं, मेरा, तुम्हारा।
- understanding and responding to imperative verb forms, such as बैठ जाओ, यहाँ आओ, मेरी बात सुनो।
- exploring how to use singular and plural forms, such as मैं, हम, मेरा, तुम्हारा
- referring to objects using cardinal numbers, for example, एक, दो, पाँच, सात
- noticing that adjectives are used to describe people, objects or places and are usually placed before the noun, for example, सुंदर लड़की, छोटा बच्चा, रंग-बिरंगी तितली
- understanding the role of different words for asking questions, such as कहाँ? कौन? कब? क्या?
- expressing negation, for example, नहीं, मत, ना
- learning the structure of simple statements and questions, based on models such as तुम मेरे साथ चलो। तुम कैसे हो?
- understanding that verb forms change according to gender and number, for example, लड़का गाता है। लड़की गाती है। लड़के गाते हैं।
- describing actions using simple verbs, such as गाना, खाना, खेलना, दौड़ना
- understanding the use of commands and post positions as in मुझको दीजिए। राम से लीजिए। वहाँ पर रखो।

Understand that language is organised as 'texts' that take different forms and use different structures to achieve their purposes

[Key concepts: text, meaning, language features; Key processes: recognising, comparing, describing]

(ACLHIU014)



- understanding texts as different forms of communication that can be spoken, written, digital or visual, recognising that they can be very short, for example, स्को, or much longer, for example, तुम ज़रा ठहर जाओ।
- recognising that different types of texts have different features, for example, repetition and rhythm in action songs and rhymes, listing of items on a shopping list
- using metalanguage to talk about texts, for example, by naming different genres, such as lullabies, stories, rhymes, tongue twisters, and by describing typical features, for example, 'कहानियों की शुरुआत ...', 'गाने अक्सर ...',
- noticing how familiar texts, such as poems or stories, are sequenced and organised, for example, by identifying titles, connections between pictures and written texts or familiar opening lines, such as एक समय की बात है...

Language variation and change

Elaborations

Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations

[Key concepts: language variation, respect, difference; Key processes: noticing, selecting, adapting]

(ACLHIU015)



- recognising that language they use at home or when playing with friends is sometimes different to language they use in school, for example, addressing each other as तू/तुम rather than the more respectful form of आप, or using the informal pronunciation of ये/वो rather than the formal pronunciation यह/वह
- recognising that children in their class may use different words and expressions that come from different dialects and languages
- understanding that different forms of address are used to greet different people, for example, addressing elders as आप, equal or younger people as तुम and being addressed by older relatives as जीते रहो
- understanding that different greetings are used with people from different community and religious groups, for example, नमस्ते/नमस्कार to a Hindu, अस्सलाम अलैकुम to a Muslim and सत् श्री अकाल to a Sikh

Recognise that all languages change over time and borrow words and expressions from each other

[Key concepts: language change, word-borrowing; Key processes: noticing, comparing, identifying]

(ACLHIU016)



- recognising that languages borrow words and expressions from each other and that Hindi includes many words that originated in languages such as Persian, Arabic and English
- identifying loan words and expressions from English used in Hindi, understanding that they may be pronounced differently in the two languages, for example, *phone* is pronounced as फ़ोन, *dollar* is pronounced as डालर
- finding examples of Hindi words that are used in other languages, for example, 'yoga' (योग), 'sari' (साड़ी), 'khaki' (खाकी), 'pyjama' (पायजामा)
- noticing words that they use in their everyday lives that come from different languages

Recognise that Australia is a multicultural society with communities of speakers of many different languages including Hindi

[Key concepts: culture, multiculturalism, diversity, family, community; Key processes: observing, noting, describing, comparing]

(ACLHIU017)



- understanding that there are many different languages in the world and in the Australian community and that many people speak more than one language
- exploring the range of languages spoken in Australia, including Aboriginal and Torres Strait Islander languages
- identifying different languages and dialects used by children in their class or friendship groups, for example, by creating a language map with greetings in each language
- identifying different languages that they come into contact with in their extended family and communities

Role of language and culture

Elaborations

Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them

[Key concepts: language, culture, meaning; Key processes: noticing, comparing, reflecting]

(ACLHIU018)



- noticing how gestures and body language differ between cultures, such as the way Hindi speakers move their heads when saying अच्छा; fold their hands and bow when saying नमस्ते to an older person; touch the feet of elders and say प्रणाम; hold the ear lobe when apologising
- exploring the meaning of 'culture', how it involves visible elements, such as dressing, eating and dancing, and invisible elements, such as attitudes and values, for example, the use of the expression फिर मिलेंगे when leaving, to avoid the finality associated with 'goodbye'
- noticing similarities and differences in how they communicate in Hindi in the classroom and in their homes, for example, बेटा, बेटी; being called मुन्ना, मुन्नी
- learning to talk about language and culture and how they are connected by responding to prompt questions such as आप क्या सोचते हैं ... आपको क्यों लगता है कि लोग ...?

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers to exchange greetings and talk about themselves and their families, for example, नमस्ते, आप कैसे हैं?, मेरा नाम गीता है, आप का क्या नाम है? मेरे घर में चार लोग हैं। मेरा एक भाई है। मेरी एक बहन है। ये मेरे पिताजी हैं। ये बहुत अच्छे हैं। ये मेरी माता जी हैं। ये बहुत सुन्दर हैं। ये मेरे बड़े भाई हैं। यह मेरी छोटी बहन है। इसका नाम सुधा है। यह पाँच साल की है। They express thanks, likes and dislikes, feelings and wishes, for example, मुझे आइस क्रीम अच्छी लगती है। आप को क्या अच्छा लगता है? मैं आप से नाराज़ हूँ। मुझे खेलना पसंद है। मुझे किताबें पढ़ना पसंद नहीं है। मैं उदास हूँ। मैं बहुत खुश हूँ। They use repetitive language when participating in guided activities and responding to classroom routines, for example, नमस्ते, बच्चो बैठ जाओ, किताब खोलो। जी अच्छा, ठीक है। अपनी किताबें निकालो। पाठ खत्म हुआ। अब तुम सब जा सकते हो। कल मिलेंगे। नमस्ते। धन्यवाद। When speaking, they use the sounds and patterns of the Hindi language, for example, त, थ, ग, घ, ट, ठ, द, ध. They identify words and phrases in simple texts and locate and share specific points of information about their immediate environment using illustrations and gestures to support meaning, for example, मेरे पास एक लाल गाड़ी है। मैंने एक पीला फूल देखा। मेरी किताब बहुत भारी है। मैंने अपने परिवार के साथ खाना खाया। मेरे घर के सामने एक बस स्टॉप है। मैं प्रार्थना करने मंदिर/ मस्जिद / गुरुद्वारे / गिरजाघर जाता हूँ। They respond to imaginative texts that have listened to, viewed or participated in through singing, drawing, movement and action, and use illustrations, familiar language and non-verbal forms of expression to interpret and adapt Hindi stories, poems and songs. Students use familiar words and phrases, for example, बैठ जाओ। यहाँ आओ। वहाँ जाओ। इधर बैठो। उधर जाकर खड़े हो। इस जगह पर मत कूदो। चलो उधर चलें। They use basic rules of word order, and gender and number agreement in simple sentences, for example, लड़का खड़ा है। लड़की खड़ी है। लड़के जा रहे हैं। लड़कियाँ जा रही हैं। बेटा खाना खा रहा है। बेटे खाना खा रहे हैं, बेटियाँ खाना खा रही हैं। They translate and interpret frequently used words and simple phrases, and create word lists, labels and captions in Hindi and English for the classroom environment. Students identify themselves as members of different groups and describe different words and behaviours they use when communicating in Hindi and English.

Students make connections between spoken Hindi, including vowels, consonants and conjuncts, and the use of Devanagari script, and join characters to form simple words. They distinguish between question, answer and statement forms, for example, आप कहाँ जा रहे हैं? तुम कैसे हो? क्या आप मेरे साथ चलेंगे? वहाँ कौन है? आप वहाँ क्यों जा रहे हैं? They identify the use of pronouns, postpositions and verbs in relation to actions and commands. They identify features of familiar texts. They distinguish between the language spoken by different Hindi speakers in different contexts and situations, such as at home with family or at school with the teacher. Students name some of the many languages that are spoken in Australia, including Hindi, and give examples of simple words in English that have been borrowed from Hindi, such as पायजामा, योग, साड़ी, खाकी. They identify how language usage reflects where and how people live and what is important to them.

Years 3 and 4

The nature of learners

At this stage, children are developing cognitive and social capabilities that allow for increased control of their own learning. They are able to conceptualise and reason, and have better memory and focus. This is a stage of social experimentation, with children referencing themselves against their peers. They are more independent and less egocentric, enjoying both competitive and cooperative activities. They benefit from varied, activity-based learning, which builds on their interests and capabilities and makes connections with other areas of learning.

Hindi language learning and use

Children interact with peers and the teacher in classroom routines and a variety of learning experiences and activities. They engage in a lot of listening, and build oral proficiency through the provision of rich language input and opportunities to engage in communicative activities where grammatical forms and language features are purposefully integrated. The language they use and hear is authentic with some modification. Vocabulary is familiar and structures are simple. Children follow instructions, exchange simple information and express ideas and feelings related to their personal worlds. They negotiate interactions and activities and participate in shared tasks, performance and play. They read and create short texts on topics relevant to their interests and enjoyment, such as family, pets, favourite activities or food. They continue to build vocabulary that relates to a wider range of domains, such as areas of the curriculum that involve some specialised language use. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt.

Contexts of interaction

The contexts in which students interact in learning and using Hindi are primarily local: the classroom, school, home and community, with some access to wider communities of Hindi speakers and resources through virtual and digital technology. The development of oral proficiency is similar in many ways to their parallel development of English language and literacy and continues to rely on rich language input in different modes and from different sources.

Texts and resources

Learners engage primarily with a variety of teacher-generated materials, stories, songs, puppet shows and games, and with materials produced for young Hindi learners such as computer language games, cards and readers. They may also have access to materials developed for children in India and other Hindi-speaking regions of the world, such as television programs, advertisements or web pages, as a means of broadening cultural knowledge and awareness of diversity of language experience.

Features of Hindi language use

Children recognise and apply elements of Hindi grammar, such as the use of tenses, गया था, जाऊँगा, जा रहा हूँ, खाया था, खा रहा हूँ, खाऊँगा, possessive adjectives to express ownership, मेरी पुस्तक, तुम्हारा बस्ता, and pronouns for places and objects, यहाँ, वहाँ, यह, वह. They understand the use of constructions related to compulsion, conditional sentences and compound verbs to indicate capabilities or completion of actions. Children's development of literacy skills progresses from supported comprehension and use of familiar and personally significant sight words to working with more elaborated texts that take account of context, purpose and audience. The development of reading skills and textual knowledge is supported through interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts, such as picture books, rhymes, stories, puppet play, songs and games, engage the expressive and cultural dimensions of language. Procedural, informative and descriptive texts, such as negotiated classroom rules, tuckshop orders or family and class profiles, show how language is used to 'get things done'. A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use with communicative and purposeful learning activity.

Children talk about differences and similarities they notice between Hindi, English and other languages they know, and also between cultural behaviours and ways of communicating.

Learning Hindi in school contributes to the process of making sense of the children's worlds which characterises this stage of development. Children are increasingly aware that the Hindi language is used not only in their own community in Australia and in India, but also in many other places around the world. As they engage consciously with differences between languages and cultures, they make comparisons and consider differences and possibilities in ways of communicating in different languages. This leads them to explore concepts of identity and difference, to think about cultural and linguistic diversity, and about what it means to speak more than one language in the contemporary world.

Level of support

This stage of learning involves continued extensive support. Form-focused activities build children's grammatical knowledge and develop accuracy and control in spoken and written Hindi; opportunities to apply this knowledge in meaningful learning experiences build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the activity; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection.

The role of English

The teacher and learners use Hindi wherever possible in classroom interactions and learning activities. English is used for discussion, reflection and explanation when appropriate, for example, when considering the nature and relationship of language and culture, or in tasks which involve bilingual work that includes comparison and analysis of Hindi and English. Discussion in Hindi and English supports learning, develops children's conceptual frames and builds **metalanguage** for talking about language and culture systems. The process of moving between languages consolidates their already established sense of what it means to be bilingual or multilingual and provides opportunities for reflection on the experience of living interculturally in intersecting language communities.

Years 3 and 4 Content Descriptions

Communicating	
Socialising	Elaborations

Engage in simple interactions such as asking and answering questions or issuing and responding to invitations, and exchange information about their interests, activities and personal worlds

[Key concepts: communication, information, leisure, interests; Key processes: interacting, exchanging, describing]

(ACLHIC019)



- exchanging different types of correspondence such as greeting cards or invitations, using modelled language such as नए साल की बधाई; राखी की शुभ कामनाएँ; ईद मुबारक; शुक्रिया; तुम्हें भी; शिक्षक दिवस शुभ हो
- exchanging information about interests, experiences, leisure activities and community events, building descriptive vocabulary and using statements such as मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि ...; गृह कार्य करने के बाद मैं टीवी देखता हूँ। नहा कर मैं पूजा करता हूँ। जल्दी जाग कर मैं इलेक्ट्रॉनिक खेल खेलता हूँ। हर रविवार मैं मंदिर जाता हूँ। सभी लोग बड़े ही उत्साह के साथ बैसाखी मेले जाते हैं।
- asking each other about recent events or significant occasions, using language associated with time, location and frequency, for example, तुम ननिहाल कब जाते हो? मैं हर साल गर्मी की छुट्टियों में ननिहाल जाता हूँ, आप क्रिसमस कैसे मनाते हैं?; होली के त्योहार में रंग क्यों लगाया जाता है?
- responding to frequently asked questions or comments, using appropriate intonation, gestures and short responses, such as ठीक है; जी हाँ; निश्चित रूप से; बिल्कुल ठीक
- asking each other about their personal worlds, for example, आपका जन्म कहाँ हुआ था? क्या तुम घर पर हिंदी बोलते हो? तुम्हारे पिताजी क्या काम करते हैं? आपके दोस्त कौन हैं? क्या तुम अपनी दादी से प्यार करते हो? आप अपने पालतू कुत्ते की देखभाल कैसे करते हैं?

Participate in shared learning activities and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items

[Key concepts: roles, collaboration, learning experiences, transactions; Key processes: negotiating, creating, transacting]

(ACLHIC020)



- negotiating roles and responsibilities when collaborating in shared learning experiences, using expressions such as थोड़ा मैं लिखता हूँ बाकी तुम लिखो। मैं काटता हूँ, तुम चिपकाओ। वाह! यह अच्छी बात है। क्या तुम कम्प्यूटर पर काम करना चाहते हो?
- making shared decisions about content, vocabulary and design when working together to create digital displays or posters for special events, such as स्वतंत्रता दिवस; पर्यावरण दिवस; वार्षिक खेल दिवस; स्वच्छता अभियान
- following procedures/giving instructions for activities such as cooking, craft activities or science experiments, using language forms such as imperative verbs and measurement terms, for example, 100 ग्राम आटा, सबसे पहले पानी मिलाओ; कढ़ाई में तेल गरम करो; एक चम्मच नमक डालो; गोल कागज़ काटो; बीच से मोड़ो; धागे से बाँधो
- using tokens that represent Indian and Australian currencies to carry out simulated transactions in different contexts

Respond to questions, directions and requests and use simple questions and statements to ask for help or permission, attract attention and check understanding
[Key concepts: directions, response, support; Key processes: interacting, responding]

(ACLHIC021)



- using appropriate language to ask for help, information or to attract attention, for example, यह क्या है? मुझे समझ नहीं आया। क्या आप मेरी मदद करेंगे? विद्यालय का खेल-दिवस कब है?
- interacting with each other to complete learning activities and check on understanding, for example, मुझे पैन दो। क्या यह सही है? अपने हिस्से का कार्य जल्दी समाप्त करो।
- responding to directions when playing games, completing work or getting ready for class, for example, मुझे एक बार फिर से दिखाएँ। ज़ोर से गाओ। वाक्य लिखो। इसे ध्यान से सुनो। इन चित्रों को देखो। एक सीधी पंक्ति में खड़े हो जाइए।
- praising and encouraging each other during learning activities, for example, बहुत बढ़िया! बुरा नहीं है। ठीक-ठाक है।
- using interaction skills such as questioning, responding and interpreting non-verbal clues when working collaboratively

Informing

Locate and organise information in different types of spoken, written and visual texts relating to personal, social and natural worlds

[Key concepts: information, natural world, physical world, daily life; Key processes: listening, reading, identifying, classifying]

(ACLHIC022)



Elaborations

- listening to short spoken texts that contain some unfamiliar language, such as announcements or directions for a game or task, identifying specific points of information
- collecting information from print or digital resources about selected topics, such as animal species, famous places, national flags or world geography, to create captioned displays with simple descriptive statements, for example, तिरंगा झंडा; संकटग्रस्त जानवर; विश्व के सबसे ऊँचे पर्वत
- locating information from a range of multimedia materials relating to school routines and activities in Hindi language contexts, comparing with school life in Australia, for example, the 'midday meals' scheme in India compared to school canteens in Australia
- finding Hindi language at home or in the community to create language resources for their own use in different contexts and situations, for example, collecting Hindi words in English-language advertisements, menus or shop signs, such as *roti*, *naan*, *mela*.
- using digital/online resources to collect information about children's out-of-school daily activities in Hindi-speaking communities in different contexts

Present simple information about home, school and community, using visual support such as photos, maps or charts

[Key concepts: family, communication, identity; Key processes: surveying, describing, presenting, reflecting]

(ACLHIC023)



- using simple descriptive language and supporting resources to introduce family members and friends and to identify relationships with them, for example, मौसी; चाचा, providing details such as age, religion, occupation or regional backgrounds, for example, वह ऑस्ट्रेलियाई है। उसकी उम्र तीस साल की है।
- presenting information they have collected about each other's likes, dislikes or interests to create a class profile, chart or database, using checklists, surveys or question cues
- presenting information via picture stories or multimodal displays on events or topics of potential interest to Hindi-speaking children of their own age in other contexts
- working together to design posters or web pages to promote a cultural event or regional profile
- creating a class book or digital display about topics they have been studying in Hindi and/or other curriculum areas, for example, इस्तेमाल की जा चुकी वस्तुओं से कुछ और बनाना; जीवन-चक्र; विश्व संगीत

Creating

Engage with creative and imaginative texts such as stories, rhymes, dance and action songs, identifying favourite elements and acting out key events or interactions

[Key concepts: imagination, character, plot; Key processes: responding, identifying, creating, evaluating; Key text types: films, stories, myths, puppetry]

(ACLHIC024)



Elaborations

- reading, listening to and viewing stories, children's TV programs, excerpts from films, identifying and describing favourite elements, ideas and events
- viewing excerpts from traditional texts such as जातक कथाएँ, explaining key elements, for example, नमस्ते/नमस्कार; चरण स्पर्श, आशीर्वाद
- adopting and adapting styles and ideas from writers or artists that they enjoy to create their own imaginative texts, for example, a skit based on a scene from a favourite story
- demonstrating understanding of plot and sequence in imaginative texts by creating a storyboard or timeline
- describing favourite animal characters in Panchatantra Stories, comparing with the role of animals in stories from other world cultures
- discussing favourite characters or events in familiar traditional texts such as दादी माँ की कहानियाँ
- exploring rhythms, sound patterns and alliteration of Hindi, for example, by creating their own tongue twisters similar to कच्चा पापड़ पक्का पापड़

Create simple imaginative texts, such as dialogues, storyboards, puppet shows or songs that encourage exploration and enjoyment of language
[Key concepts: expression, humour, entertainment, enjoyment; Key processes: creating, performing, experimenting; Key text types: poems, songs, puppet shows, animations, stories]

(ACLHIC025)



- creating variations on Hindi poems or songs that include repetitive phrases, established rhythms, rhymes and actions
- using puppets to create dialogues between characters from favourite stories or fables
- creating their own simple storyboards or picture books, using captions and dialogue
- designing and creating Voki animations that use expressive, entertaining and humorous language
- imitating the style and structure of a favourite song to create their own song that explores different combinations of sounds and rhythms
- acting out elements of events such as the *Rakhi* festival, using traditional expressions and culturally appropriate behaviours, such as भाई की कलाई पर राखी बांधना
- drawing their own versions of characters encountered in imaginative texts and selecting simple descriptive statements as captions to their pictures

Translating

Translate simple texts such as rhymes, captions, story books or familiar social interactions, noticing words and expressions that are difficult to translate

[Key concepts: meaning, translation, interpretation, culture; Key processes: translating, noticing, reflecting, explaining]

(ACLHIC026)



Elaborations

- translating popular children's rhymes into English, for example, चूँ-चूँ करती आई चिड़िया; चंदा मामा, noticing words that are difficult to translate or explain
- identifying Hindi words or expressions that do not easily translate into English, for example, आँखों का तारा
- translating exchanges between characters in favourite stories from Hindi into English
- discussing the meaning of traditional Hindi phrases used on special occasions, comparing how similar wishes are expressed in English, for example, जीते रहो
- translating lines from cartoon or comic-strip characters such as पिकी और बबली, noticing how meanings sometimes get changed or confused when translated into another language

Create simple bilingual texts, such as signs, notices or captions for displays in the classroom and wider school community

[Key concepts: bilingualism, translating, meaning, pronunciation; Key processes: composing, discussing, selecting]

(ACLHIC027)



- creating bilingual captions for a photographic or digital display to show parents or other student groups
- designing a flyer for a class event or performance that uses both Hindi and English, considering how to convey information and ideas in each language
- creating bilingual texts for the classroom or school community, such as a school map or signs indicating appropriate behaviour
- generating parallel Hindi and English versions of classroom texts such as timetables, menus or instructions for activities or games
- matching and sequencing words and pictures in Hindi and in English to complete speech bubbles in digital or print versions of short conversations or picture stories

Reflecting

Elaborations

Recognise that ways of communicating in different languages reflect ways of behaving and thinking

[Key concepts: culture, communication, respect, values, difference; Key processes: noticing, reflecting comparing, describing]

(ACLHIC028)



- recognising differences in attitudes or ways of expressing feelings when using Hindi or English, for example, when being polite and respectful, when thanking or sympathising with people or when exchanging wishes on special occasions
- identifying non-verbal aspects of communication in Hindi that may be unfamiliar to non-Hindi speakers, such as the way that older relatives greet children by holding their hand over the child's head and saying जीते रहो, or shaking the head from side to side or back and forth to show varying levels of agreement
- recognising how the Hindi language reflects traditions and social distinctions to do with how people are regarded in society, how old they are or what religion they practise, for example, the use of the honorific particle जी after a surname to show respect or after an individual name to show affection
- discussing how Australian behaviours and expressions might be understood or misunderstood by newcomers to the language and culture, for example, the use of terms such as 'bushwalking' or 'arvo', or expressions such as 'she'll be right' and children's use of first names with some adults
- comparing how they communicate in Hindi, English or other languages when they are interacting with different people, such as elders, friends, strangers, parents, small children

Talk about their individual and group sense of identity and how this is expressed through the different languages they use

[Key concepts: language, culture, identity, community; Key processes: reflecting, comparing, analysing, representing]

(ACLHIC029)



- talking about how they feel when using English, Hindi or other languages and whether there are some things that feel more natural in one language than in the other
- demonstrating gestures or behaviours that they feel 'belong' in Hindi but not in English or vice versa
- sharing opinions about whether they have a different sense of identity when they are using different languages
- creating drawings or photo displays that show their connections with family, friendship groups and communities, writing captions of words or phrases that they associate with each group
- considering the importance to their identity of speaking Hindi to some people, such as older relatives or members of the wider Hindi-speaking community
- observing themselves and reporting to each other how they use Hindi and English in different contexts and for different purposes, identifying favourite expressions or gestures in each language

Understanding

Systems of language

Elaborations

Build phonic awareness and pronunciation skills through singing, reciting and experimenting with sounds; develop familiarity with the use of the under-dotted characters representing loan sounds in Hindi and conventions governing punctuation marks in written script

[Key concepts: pronunciation, sounds, loan words; Key processes: identifying, distinguishing, recording]

(ACLHIU030)



- creating an alphabet bank, collecting words beginning with each letter, for example, कमल, कसरत, कोयल।
 - imitating the discrimination of unaspirated and aspirated sounds, for example, क-ख, द-ध।
 - understanding that the sound and letter correspondence is the same in written and spoken Hindi, that there are no silent letters or more than one sound for any one letter, apart from the letters ह, य and व, whose pronunciation is influenced by their context
 - understanding that Hindi vowels can be pronounced with a nasal quality added to them which is represented by either a चंद्रबिंदु or a small dot (बिंदु) above the headstroke, for example, हाँ, मैं
 - recognising how to distinguish between nasal vowel sounds and nasal consonants, and the rules that govern how to represent nasal consonant combinations in words such as गंगा, पंजाब, ठंड/ठण्ड, बंद/बन्द and तुम्हारा
 - recognising that there are loan words in Hindi from languages such as English, Persian, Arabic, Turkish and Portuguese, and learning how the underdotted characters क, ख, ग, ज़, फ़ are used to represent such loan sounds
 - recognising how pitch, stress and rhythm help to convey meaning even when individual words are unfamiliar
-

Recognise and apply elements of grammar, such as noun and adjectival forms, conjunctions, gender and number markers, verb tenses and compound forms, and constructions related to compulsion

[Key concepts: grammar, tense, gender, number; Key processes: recognising, applying, naming]

(ACLHIU031)



- describing objects using concrete nouns related to home, school and local environments, for example, forms of transport मोटरकार, रेलगाड़ी, food items चावल, रोटी, दाल and classroom objects कुर्सी, मेज़, पेंसिल
- describing quantity using cardinal numbers, such as पाँच रोटियाँ, दस गिलास
- using appropriate forms of tenses, for example, गया था, जाऊंगा, जा रहा हूँ, खाया था, खा रहा हूँ, खाऊंगा
- using adjectives to describe characteristics or qualities of a person or object, such as nationality, shape and colour, and noticing that they change with gender and number, for example, छोटा लड़का, छोटी लड़की, छोटे लड़के
- using possessive adjectives to express ownership, for example, मेरी पुस्तक, तुम्हारा बस्ता
- creating simple sentence structures such as मैं पढ़ता हूँ।
- using pronouns for places and objects, for example, यहाँ, वहाँ, यह, वह
- recognising that punctuation in English is the same as in Hindi apart from the use of capital letters and a different symbol for a full stop
- using conjunctions to link elements of sentences or phrases, for example, और, या, लेकिन
- constructing questions to seek information, for example, क्यों? कैसे?
- identifying regular forms of gender and number
- understanding how actions completed at a particular time in the past are described using perfective tenses and how ने is used as the agent marker for transitive verb actions in these tenses
- showing how actions are performed by using compound verb forms such as in मैंने काम खत्म कर दिया, दुकान बंद हो गई।
- understanding the distinctions in levels of compulsion implied in statements like मुझे जाना चाहिए। मुझे जाना है। मुझे जाना पड़ता है।



Notice differences between simple spoken, written and multimodal texts used in different contexts, comparing with similar texts in English

[Key concepts: genre, language features; Key processes: identifying, comparing, distinguishing]

(ACLHIU032)



- recognising features of familiar genres of Hindi texts, such as digital books or puppet shows, video clips or children's songs
- recognising differences between the layout and language features of different types of texts and formats, such as चित्र-कथाएँ and लोक-कथाएँ
- recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and punctuation in a picture book or the use of repetition and rhyme in poems and chants
- recognising differences in spoken and written forms of everyday texts, such as greetings or wishes, for example, आपको बहुत-बहुत बधाई हो (spoken) and हार्दिक शुभकामनाएँ (written), comparing with similar differences between spoken and written texts in English

Language variation and change	Elaborations
<p>Understand that the way the Hindi language is used varies according to the age, gender and background of speakers and that it involves different dialects and accents [Key concepts: standard language, variation, status, relationship; Key processes: noticing, comparing, differentiating]</p> <p>(ACLHIU033)</p> 	<ul style="list-style-type: none"> • understanding that there is a standard form of Hindi called मानक हिंदी which is used in writing and spoken by many people, and also many spoken dialects that differ from region to region, for example, ब्रज भाषा, अवधी • reflecting on how they communicate with family and friends and people less close to them or in authority, noticing differences in word choice, gestures and communicative behaviour • comparing language used among different family members, such as grandparents, parents and siblings, noticing words that reflect status or position in the family, for example, addressing older siblings as आप rather than तुम • comparing language use at home and school, for example, by identifying differences in ways of thanking someone or asking for help; the use of nicknames or terms of affection such as राजा बेटा, रानी बिटिया • making personal connections with different language dialects spoken in regions of India, in Fiji, Mauritius and other parts of the world • understanding the importance of using appropriate language when interacting with different people, for example, the use of ultra-formal language such as बैठिएगा when speaking with elders or strangers
<p>Understand that the Hindi language is influenced by and in turn influences other languages and cultures [Key concepts: change, influence, contact; Key processes: identifying, investigating]</p> <p>(ACLHIU034)</p> 	<ul style="list-style-type: none"> • understanding the influence on Hindi of different languages over different times, for example, the use of English words such as 'post-box', 'railway station', 'bus', 'school' • identifying more examples of Hindi words or expressions that are commonly used in English, such as 'verandah' from बरामदा, 'bandana' from बांधना • identifying how words from Sanskrit, Perso-Arabic and English are used in different contexts to mean related concepts such as 'concern/anxiety': Sanskrit चिंता; Arabic फ़िक्र; and 'tension', English टेन्शन • finding examples of expressions in Hindi that include words from English or other languages, for example, क्या यह आपका फ़ाइनल उत्तर है?

Understand that Hindi is an important regional and international language used by speakers who are often multilingual in different contexts around the world
[Key concepts: multilingualism, accent, dialect; Key processes: mapping, grouping, identifying]

(ACLHIU035)



- understanding that Hindi is used by communities of speakers in many regions of the world beyond their immediate and extended family
- talking to people they know in their families, at school and in the wider community about the languages they speak and how they use them
- understanding that Hindi is one of many languages spoken in India and other communities around the world, and that most Hindi speakers also speak other languages
- recognising that there are many different Indian languages spoken in India and other regions of the world, involving different dialects, accents and vocabulary

Role of language and culture

Elaborations

Recognise the relationship between language and culture, for example, by identifying expressions, gestures or forms of address associated with different cultural practices
[Key concepts: non-verbal language, politeness, culture, traditions; Key processes: discussing, describing, comparing, reflecting]

(ACLHIU036)



- understanding that languages carry cultural ideas and values, as in the use of words such as देसी as opposed to विदेशी, the use of blessings by older people to children, the use of indirect forms of language such as कोई बात नहीं as a way of deflecting a difficult situation
- identifying forms of address or expressions associated with cultural events or celebrations that reflect values and traditions, for example, बधाई हो
- noticing how family values such as familiarity, politeness or respect are expressed in Hindi and associated behaviours, for example, addressing cousins or distant male siblings as भइया; the concept of जूठा
- identifying words and expressions that reflect cultural beliefs, practices and traditions, such as offering of प्रसाद to God, offering to God or visitors फूल, मिठाई, फल, पानी पौजिए to guests when they visit
- noticing that some Australian terms and expressions are only meaningful in the Australian context and have no equivalent in Hindi, for example, 'fair go', 'she'll be right'
- recognising words and expressions in Hindi that reflect traditions and distinctions that are not easily translated into English, for example, forms of address such as स्वामी जी for a religious leader, गुरुजी for a male teacher, बाबाजी for an older male person and राम राम as a mode of greeting in villages

Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers to share information about their interests, activities and personal worlds, for example, नमस्ते, मुझे अपने दोस्तों के साथ खेलना अच्छा लगता है, मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि ..., गृह कार्य करने के बाद मैं टीवी देखता हूँ, नहा कर मैं पूजा करता हूँ, हर रविवार मैं मंदिर जाता हूँ, हम सब मिल कर काम करते हैं। मेरे परिवार में पाँच लोग रहते हैं। मैं रोज़ अपने भाई के साथ खेलता हूँ। आपकी सहायता के लिये धन्यवाद। They use formulaic expressions to participate in simple transactional exchanges and shared activities, for example, मेरे साथ आओ, हम मिल कर काम करेंगे। मैं लिखता हूँ, यह यहाँ रखो, थोड़ा मैं लिखता हूँ बाकी तुम लिखो। मैं काटता हूँ, तुम चिपकाओ। वाह! यह अच्छी बात है। क्या तुम कम्प्यूटर पर काम करना चाहते हो? They use simple questions and statements to follow instructions, respond to questions, ask for help and permission and seek clarification in everyday classroom routines, for example, यह क्या है? मुझे समझ नहीं आया। क्या आप मेरी मदद करेंगे? यहाँ आओ, फिर से कहो। धन्यवाद, सब आराम से बैठो। स्कूल कब शुरू हो रहे हैं? स्कूल का खेल-दिवस कब है? When speaking and reading aloud, they use features of Hindi pronunciation and intonation. Students locate and organise information relating to their personal, social and natural worlds from different types of texts and present information about home, school and community in simple texts, using visual support, such as photos, maps or charts. They respond to imaginative texts by acting out key events or interactions and identifying favourite elements, and create simple imaginative texts, such as dialogues, puppet shows and songs. They use vocabulary related to school, home and the local environment, for example, चावल, रोटी, दाल, घर, कमरा, दरवाज़ा, घड़ी, कुर्सी, मेज़, किताबें, छात्र, पेंसिल, बोर्ड, पढ़ाई, लिखना, बोलना, पौधा, पेड़, फूल, घास, झूला, मोटरकार, रेलगाड़ी. Students use key grammatical forms and structures, such as verb tenses, nouns and adjectives, gender and number markers and conjunctions, for example, गया था, गयी, आऊँगी, आये, लड़का, लड़की, छोटा लड़का, छोटी लड़की, और, या, लेकिन, इसलिये, क्योंकि in simple spoken and written texts. They translate simple texts, such as captions and songs, identify words and phrases that are difficult to translate, and create simple bilingual texts for the classroom and school community. Students describe how the way they communicate reflects ways of behaving and thinking. They share their experiences of communicating in Hindi and English-speaking contexts and describe how their individual and group sense of identity is expressed in the languages they use.

Students identify and use Hindi sound and writing patterns, such as under-dot characters and punctuation conventions, for example, क़, ख़, ग़, ज़, फ़. They identify levels of compulsion implied in statements such as मुझे जाना चाहिए। मुझे जाना है। मुझे जाना पड़ता है। They identify ways that texts differ according to mode and context and compare Hindi texts with similar texts in English. They identify similarities and differences between various Hindi dialects and explain how age, gender and social position influence language use. Students provide examples of how the Hindi language has been influenced by and has influenced other languages. They investigate the use of Hindi and the nature of Hindi speakers in the international context. They compare Hindi and English language use and cultural practices, identifying culture-specific terms and expressions.

Years 5 and 6

The nature of learners

This is a key transitional phase of learning. Learners communicate more confidently, are more self-directed, and self-reference in relation to wider contexts. Response to experience is more analytical and critical, allowing for a reflective dimension to language learning and to referencing cultural frameworks. Language and literacy capabilities in Hindi and English are developing in parallel trajectories within the curriculum. For some learners there will be greater discrepancy between proficiency in the two languages than for others. The curriculum ensures that learning experiences and activities are flexible enough to cater for learner variables, while being appropriate for learners' general cognitive and social levels.

Hindi language learning and use

Learners use Hindi in the classroom for a widening range of purposes: exchanging information, expressing ideas and feelings, competing and cooperating, performing, and responding to resources and experiences. Their communicative capabilities are stronger and more elaborated. They control and access wider vocabulary resources and use an increasingly sophisticated range of non-verbal strategies to support communication. Shared activities develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation. At this level, focused attention to language structures and systems, literacy skills development and exploration of cultural elements of communication are conducted primarily in Hindi. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people of the same age in other Hindi-speaking communities, accessing music and media resources, maintaining blogs and other web pages, and participating in social networks.

Oracy development at this level includes listening to a range of varied input from different sources and building more elaborated conversational and interactional skills. This includes initiating and sustaining conversations, using turn-taking protocols, 'reading' language for cultural and contextual meaning, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information; structuring, rehearsing and resourcing the content of the presentation; and selecting appropriate language to engage a particular audience.

Contexts of interaction

Learners interact in Hindi with each other and the teacher, and with members of their families and communities. They have some access to Hindi speakers and cultural resources in wider contexts and communities through the use of ICT and through the media. Language development and use are incorporated into collaborative and interactive learning experiences, games and activities.

Texts and resources

Learners engage with a growing range of published texts in print and digital forms, such as stories, videos, readers, songs and computer-generated learning materials. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to Hindi language and cultural resources created for Hindi-speaking communities, such as children's television programs, websites, music or video clips.

Features of Hindi language use

Learners expand their understanding of Hindi grammatical forms and features, including the function of tenses to express actions or events in the past, present or future, जाता था, जाता हूँ, जाऊँगा, and of the passive voice to convey the distinction between actions happening and being caused to happen, बनना, बनाना, बनवाना. They use nouns and pronouns in singular and plural forms, मैं, हम, यह, ये and conjunctions to connect elements, phrases or sentences, राम ने खाना खाया और सो गया।. Literacy development involves increasingly independent interaction with a wider range of texts. Learners draw on more established grammatical and lexical resources to compose and comprehend more complex language. They use a range of cues and decoding strategies to help comprehension and to make connections between ideas, contexts and language within and between texts. They write more accurately and fluently for a wider range of purposes and audiences. With support, they build increasing cohesion and complexity into their written language production in terms of both content and expression. While learners work more independently at this level, ongoing support is incorporated into task activity, and systematic feedback and review support the interactive process of learning. The use of Hindi and English for discussion, reflection and explanation ensures the continued development of learners' knowledge base and metalinguistic and intercultural capabilities.

Understanding of the relationship between language, culture and identity is developed through guided investigation of how language features and expressions carry specific cultural meaning; through critical analysis of cultural stereotypes, attitudes and perspectives; and through exploration of issues related to personal and community identities. Learners take account of the variability of language use and textual practice in relation to factors such as gender, generation and status; and geographical, cultural and ethnic diversity. They reference themselves in relation to similar variables, and reflect on the relationship between language, culture and identity and how these affect communication and intercultural experience through the lens of their own bicultural experiences.

Level of support

While learners become more autonomous and independent, ongoing support is still needed, including explicit instruction, structured modelling and scaffolding, provision of appropriate stimulus materials and timely feedback. Learning experiences incorporate implicit form-focused language learning activities and examples of texts and tasks. Learners are supported to use electronic and print reference resources, such as word banks, dictionaries and translating tools, and are encouraged to adopt a critical approach to resource selection.

The role of English

Hindi is the primary language for classroom routines, interactions and language learning tasks with English used in a supporting role. While the use of Hindi for discussion, reflection and explanation of content drawn from other learning areas is encouraged as much as possible, the use of some English for these aspects of learning supports the continued development of learners' knowledge base, metalanguage and intercultural capability. The language of response varies according to task demands, with Hindi used primarily for communicating in structured and supported tasks and familiar interactions, and both Hindi and English for more open-ended and comparative discussions that develop understanding of language and culture.

Years 5 and 6 Content Descriptions

Communicating	
Socialising	Elaborations

Interact using descriptive and expressive language to give opinions, talk about themselves and their feelings and show interest in and respect for others

[Key concepts: communication, feelings, experiences; Key processes: interacting, responding, describing, comparing]

(ACLHIC037)



- comparing personal experiences and opinions and expressing agreement or disagreement in a respectful manner, for example, रमा मुझे माफ़ करना लेकिन मुझे लगता है कि ...; सच पूछो तो मेरे विचार से; मैं इस बात से सहमत हूँ कि ...
- using strategies such as active listening skills, turn-taking cues or requests for more detail to show interest in each other's opinions and to support continued interaction, for example, क्या यह सच है?; दिलचस्प है; मुझे बताओ; अच्छा!; आप इस विषय में क्या सोचते हैं?
- using descriptive and expressive language, including colloquial expressions and idioms, to describe people, places or experiences and to express feelings, for example, अँगुली पर नचाना; नाक में दम करना; मेरी चाची मुझसे बहुत प्यार करती हैं; मैं उनकी आँखों का तारा हूँ; अपने घर में कुत्ता भी शेर होता है।
- identifying and using words, phrases or interjections that are used as 'hooks' or fillers in conversation to show interest and maintain the flow of conversation, for example, आह: यह अच्छी बात है; तो ठीक है ...; अच्छा; ओहो!; अरे वाह!
- engaging in conversations and discussions with guest speakers, using active listening behaviours and contributing ideas, questions and opinions
- participating in online exchanges, such as video blogs with sister-schools in India or other Hindi- language contexts to describe and compare routines, interests and activities

Use action-oriented language to plan and conduct shared events and activities, such as performances at school assembly, activities with a buddy class or real or simulated shopping transactions

[Key concepts: performance, demonstration, exchange, transaction; Key processes: planning, collaborating, presenting, transacting]

(ACLHIC038)



- planning presentations or performances for school assemblies or community events such as होली, गाँधी जयंती, using expressions such as आज हम आप के सामने प्रस्तुत करने जा रहे हैं....
- working collaboratively to create instructional or procedural texts to demonstrate and explain activities, such as रोटी बनाना; दीया बनाना; राखी बनाना
- introducing a buddy class to aspects of Hindi language and associated cultures, for example, presenting a workshop on भांगड़ा or डाँडिया, or demonstrating protocols associated with giving or receiving gifts on occasions such as क्रिसमस/बड़ा दिन; ईद; or भाईदूज
- participating in authentic or simulated exchanges and transactions, such as ordering in Indian shops or restaurants or buying items from mobile street vendors, using appropriate gestures, expressions and exchanges, for example, हाँ भैया, ये आम कितने के हैं? आप के भोजनालय में सबसे स्वादिष्ट व्यंजन कौन सा है? मुझे दो रोटी के साथ एक दाल मक्खनी दे दीजिए।
- carrying out real or simulated transactions and exchanges that involve Indian and Australian currencies, comparing values and associated transactional behaviours

Participate in familiar classroom interactions by asking and responding to questions, seeking clarification, reflecting on learning experiences and expressing preferences

[Key concepts: respect, negotiation, reflection; Key processes: initiating, responding, reflecting]

(ACLHIC039)



- indicating understanding using comments such as जी हाँ, मैं समझ गई। यह तो बहुत आसान है। ठीक है।
- using interaction skills such as topic initiation or change and negotiation of differences in perspectives, for example, मुझे ऐसा लगता है...; क्या हम इस बात पर चर्चा कर सकते हैं?
- checking on their own and each other's progress during learning activities, using comments and questions such as सब खत्म हो गया? अभी नहीं, पर जल्द ही हो जाएगा... आप समझते हैं, है न? आप कितनी तेज़ी से लिख सकते हैं?
- requesting help or clarification, for example, नहीं, मुझे समझ नहीं आया। कृपया फिर से दोहराइए। यह बहुत कठिन है। इस में मुझे क्या करना है?
- reflecting on the process of learning and using Hindi in the classroom context, for example, मुझे हिंदी पढ़ना अच्छा लगता है लेकिन सबके सामने बोलने में झिझक होती है।

Informing

Collect, classify and compare information from a range of sources relating to social and cultural worlds

[Key concepts: environment, social worlds, community, values; Key processes: classifying, reviewing, comparing, analysing]

(ACLHIC040)



Elaborations

- collecting facts, figures and vocabulary from resources such as posters, books and websites, and using them to prepare for in-class discussions about topics such as healthy eating or animal protection
- collecting information from each other and from family members to create an overview of selected trends or social behaviours, for example, preferred modes of communication, फ़ोन; ईमेल; आमने सामने बातचीत; टेक्स्टिंग
- interviewing older members of their families or communities about different cultural traditions, comparing what they say with their own thoughts on similar issues, for example, जब आप छोटे थे तब लोग कैसे कपड़े पहनते थे? आपके और हमारे स्कूल में क्या अंतर है? कम्प्यूटर के बिना आप अपने दोस्तों से कैसे बात करते थे?
- comparing information accessed via videos, books and websites produced in different cultural contexts on topics such as family life, housing or schooling
- viewing documentaries that reflect lifestyles in Hindi-speaking communities in different regions of the world, for example, Fiji, Mauritius or Trinidad, recording key facts and noting unfamiliar vocabulary or expressions
- researching media texts produced for teen markets in Hindi- and English-speaking communities, comparing representations of young people's values and lifestyles in different contexts

Convey information about aspects of language and culture in formats to suit different audiences and contexts

[Key concepts: content, cultural experience, audience; Key processes: planning, selecting, presenting]

(ACLHIC041)



- planning presentations that showcase their bilingual and bicultural experience, incorporating multimodal elements and opportunities for active audience participation
- creating a website for contact groups of Hindi-speaking students in overseas contexts, posting information on their personal interests and experiences, for example, छुट्टियाँ, लोकप्रिय खेल, फिल्म जगत
- constructing a multimedia profile of the local community for Hindi speakers arriving from overseas, using information collected from websites, newsletters and brochures
- creating informative videos for audiences such as sister-schools or overseas visitors that present elements of Australian cultural traditions in and out of school
- creating an interactive presentation for younger children, friends or members of their extended families to highlight the benefits of operating in two or more languages and cultural worlds
- creating a multimodal profile of an important Hindi community or family occasion such as रक्षाबन्धन, selecting language that reflects cultural traditions and values

Creating

Respond to texts such as folktales or contemporary cartoons or comic books, comparing responses to elements such as storylines, characters and themes

[Key concepts: characterisation, response, identification; Key processes: comparing, evaluating, identifying; Key text types: fables, comic books, songs, stories]

(ACLHIC042)



Elaborations

- describing and illustrating favourite characters and events in texts such as चाचा चौधरी और साबू, विक्रम और बेताल; पिकी और बबलू, अकबर -बीरबल के किस्से
- making connections between their own experiences and events represented in traditional folktales such as एकता में बल है, श्रवण कुमार की कहानी, सत्यवादी राजा हरिश्चन्द्र
- comparing favourite comic book characters or superheroes such as चाचा चौधरी, बहादुर नागराज, identifying language or behaviours they associate with them, for example, चाचा चौधरी का दिमाग कम्प्यूटर से भी तेज़ चलता है। बेताल कहता है "तू बोला विक्रम और मैं गया, हा हा हा।"
- discussing messages, morals and character traits featured in fables, songs and stories, for example, माता-पिता की आज्ञा का पालन करना। सूझबूझ से कठिन से कठिन कार्य भी संभव है।
- creating short plays, performances or stories based on extracts from familiar texts about historical events, such as श्रवणकुमार और राजा हरिश्चन्द्र, सीता हरण, दांडी यात्रा

Compose and perform expressive and imaginative texts such as stories, songs, skits or video clips based on a stimulus concept, theme or resource

[Key concepts: adaptation, genre, audience, effect; Key processes: creating, adapting, performing, experimenting; Key text types: stories, poems, cartoons, songs, fables]

(ACLHIC043)



- adapting a familiar story, cartoon or poem to include a new character, event or change of mood, for example, an Australian partner for चाचा चौधरी; a lullaby that is exciting rather than soothing
- developing storylines, characters and settings that explore themes or concepts that are relevant to their own social worlds, for example, मित्रता; परिवार; दया
- creating and performing expressive texts that incorporate features such as mime, music, video clips and evocative language to convey concepts such as दोस्ती; प्रेम; अहिंसा; अतिथि-सत्कार; अनेकता में एकता
- adapting an existing resource such as a story, fable or cartoon to suit a younger or different kind of audience
- experimenting with text structures and language features to create entertaining or expressive effects suitable for specific audiences, such as younger children or people with limited Hindi proficiency

Translating

Translate simple school, community or media texts from Hindi to English and vice versa, explaining words or phrases that need to be interpreted or explained

[Key concepts: meaning, translation, interpretation, culture; Key processes: translating, interpreting, explaining, evaluating]

(ACLHIC044)



Elaborations

- translating simple texts such as signs, menu items or public announcements from Hindi to English and vice versa, comparing which words they chose to convey the closest equivalent meaning
- explaining Hindi words or expressions that they find difficult or amusing to explain to non-Hindi-speaking friends, for example, पेट में चूहे दौड़ रहे हैं।
- identifying and working out the meaning of unfamiliar English words used in other curriculum areas, such as *erosion*, *fraction*, *consumer*, discussing how they would translate or explain them in Hindi
- collecting proverbs used in their families, such as दूर के ढोल सुहावने, considering how to explain their meaning to non-Hindi-speaking friends
- providing a literal translation of commonly-used expressions such as the greeting नमस्ते, and comparing with greetings used in English
- learning to use bilingual print and digital dictionaries, identifying issues such as multiple meanings for words and the fact that meaning is not always literal



Create bilingual texts such as websites, posters, games and word banks to support their own and others' learning

[Key concepts: equivalence, alternatives; Key processes: explaining, commenting, reviewing]

(ACLHIC045)



- creating bilingual learning resources for shared use in the classroom, for example, glossaries of Hindi terms that have no direct translation in English
- creating bilingual texts for specific audiences, for example, a Big Book or interactive digital game for younger learners of Hindi
- creating short animations in Hindi with subtitles in English
- creating bilingual brochures or posters to promote school or community events
- creating and performing short bilingual chants, songs or raps that move between Hindi and English

Reflecting	Elaborations
<p>Discuss the effects of switching between languages, noticing when they choose to use either Hindi or English and how each language and associated cultures influences their ways of communicating</p> <p>[Key concepts: intercultural communication, difference, language domains; Key processes: monitoring, adjusting, reflecting, describing]</p> <p>(ACLHIC046)</p> 	<ul style="list-style-type: none"> reflecting on the experience of moving between Hindi- and English-speaking contexts, comparing instances that have resulted in difficulties, surprises or amusement due to differences in cultural expectations comparing gestures and other forms of non-verbal behaviour used when communicating in Hindi, English and other languages reflecting on situations when they use both Hindi and English, discussing why they do this, for example, when talking about sport, food or music or when using social media identifying adjustments they make when moving between languages, for example, to ways of addressing people or expressing affection or respect, discussing why these adjustments are necessary and whether they are easy to make developing metalanguage for explaining the relationship between languages and cultures and for describing intercultural communication in different contexts, for example, discussing the need to apply distinctions such as तू जा, तुम जाओ, आप जाइए, आप जाइएगा or using forms of language to show respect or status
<p>Compare their experiences of moving between Hindi and English, considering advantages and challenges involved in using more than one language</p> <p>[Key concepts: identity, intercultural communication; Key processes: reflecting, evaluating, comparing]</p> <p>(ACLHIC047)</p> 	<ul style="list-style-type: none"> reflecting on the experience of being bilingual or multilingual, identifying ways in which they draw upon different language and cultural resources to make meaning identifying benefits of knowing more than one language and considering whether moving between languages affects their sense of identity or 'belonging' comparing their family cultures, considering how their family and community life shape their sense of identity and how culture is reflected in their daily activities and interests evaluating their ability to communicate across and through different languages and to use their language and cultural skills in Hindi and English to best effect comparing observations about how interacting in Hindi feels different to interacting in English, identifying ways of socialising or communicating that they see to be culture-specific
Understanding	
Systems of language	Elaborations

Understand how the conventions of written script determine the structure and organisation of written language, and understand the relationship between word formation and pronunciation

[Key concepts: variation, discrimination, representation; Key processes: understanding, recognising, applying conventions]

(ACLHIU048)



- understanding that the Hindi language varies from region to region as it is influenced by local culture, practices and customs, and that this variation impacts on pronunciation but is not represented in written Hindi; for example, the word for 'much/many' is pronounced by many speakers as बहौत but is spelled according to its standard spelling as बहुत
- recognising the Hindi pronunciation and Devanagari spelling of old loan words from English into Hindi, such as -अस्पताल/हस्पताल; अफसर; पलस्तर
- understanding the conventions by which new loan words are written in Hindi, for example, the way in which English 't' and 'd' sounds are represented normally as ट and ड, the replacement of English 'th' sounds by थ and ways in which English vowels such as short 'a' sounds are replaced by Hindi vowel sounds, as in डॉलर versus डालर
- recognising and practising the spelling of words in Devanagari script that involve combinations of pronouns and postpositions that lose the inherent 'a' inside a word such as उसका, and understanding how the loss of the inherent 'a' at the end of a verb stem is not represented in Devanagari, for example, सुनना/सुनता

Consolidate knowledge of grammatical elements such as distinctions between active and passive voice, the form and function of tenses, markers of cohesion such as conjunctions and adverbs, verb moods and number and gender distinctions

[Key concepts: word order, mood, tense, rules; Key processes: discriminating, classifying, applying rules]

(ACLHIU049)



- knowing how to place adverbs correctly in sentences, for example, धीरे-धीरे, जल्दी में, दौड़ते हुए
- using ordinal numbers such as पहला, दूसरा
- distinguishing between questions and requests, for example, क्या मैं पानी पीने जा सकता हूँ? कृपया मुझे पानी पीने जाने दीजिए।
- situating actions or events through the correct use of past, present and future tenses, for example, जाता था, जाता हूँ, जाऊँगा
- using conjunctions to connect different elements of a sentence, for example, राम ने खाना खाया और सो गया।
- using the singular and plural forms of nouns and pronouns, for example, मैं, हम, यह, ये
- using negative forms of verbs and adjectives, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो।
- distinguishing between intonation patterns of statements, questions and exclamations, for example, वह पास हो गया! क्या आप वहाँ जाएँगे? तुम अच्छे बच्चे हो।
- locating events in time, for example, by using days of the week and months and correct tenses
- extending knowledge of negative constructions, such as कभी नहीं, सोचना भी मत
- recognising and understanding how Hindi verbs indicate the idea of actions happening or being made to happen बनना, बनाना, बनवाना

Understand how different text forms, such as prose and verse, create effects to suit different audiences
[Key concepts: genre, imagery, register; Key processes: noticing, comparing, experimenting, explaining]

(ACLHIU050)



- experimenting with language appropriate to particular types of texts, such as descriptive language in recounts or narratives, persuasive language in advertisements and humorous language in comic verse
- comparing the use of imagery or satire in a range of imaginative texts, discussing how these features are used to convey meaning and engage/entertain the audience
- understanding the significance and cultural importance of features of different types of texts, such as language associated with rituals or celebrations, such as आदर्णीय, पूज्य, मान्यवर, महोदय (formal), प्रिय मित्र (informal)
- considering how the choice of language features and text organisation reflect the purpose and audience of different types of text, for example, the use of suspense and vocal effects in children's stories or the use of instructions and lists of ingredients in cooking recipes

Language variation and change

Elaborations

Demonstrate awareness that Hindi language use involves variations in formal and informal styles, in spoken and written forms, and that it reflects relationships between participants
[Key concepts: mode, register, non-verbal language; Key processes: noticing, comparing, identifying]

(ACLHIU051)



- distinguishing between spoken and written forms of Hindi, identifying examples of colloquialisms and words and expressions used mainly in spoken conversation, for example, the non-standard मेरे को in place of the formal Hindi मुझे or the use of मतलब ... at the beginning of spoken utterances
- knowing that meaning is shaped not only by words but also by expression, gestures and use of the voice, and that these variations occur in both formal and informal language
- recognising how language use varies to reflect different feelings, relationships, moods or attitudes, for example, the respectful tone of devotional texts compared to the liveliness, humour and colour of Bollywood scripts
- noticing patterns in language use that reflect age, gender and social status as well as the context and purpose of interaction
- recognising how language use such as levels of politeness or of Sanskrit-derived terms such as श्रीमान reflects the intention of a speaker or writer and the relationship between participants

Recognise that Hindi has evolved and developed through different periods of influence by other languages and cultures

[Key concepts: language contact, language change, globalisation; Key processes: observing, analysing, discussing, reflecting]

(ACLHIU052)



- understanding key influences and stages of development of Hindi over time and through different cultural influences
- exploring the relationship between Hindi and English across different historical and cultural contexts up to today
- identifying changes to contemporary forms of Hindi due to the influence of globalisation, technology and intercultural relationships
- identifying Hindi words derived from other languages, such as चश्मा, borrowed from Persian, क्षेत्र directly from Sanskrit versus खेत from Hindi via Pali/Prakrit
- recognising the influence of Sanskrit on Hindi and other languages, for example, by identifying Sanskrit words adopted and adapted in different ways in different languages
- identifying influences from other languages in their own/their family's use of Hindi, for example, the use of terms associated with social media, popular culture and technology स्क्रीन, माउस
- understanding that all languages change in response to changing circumstances, for example, the addition of new terms for new inventions or experiences, word-borrowing from other languages or, as in the case of Aboriginal languages and Torres Strait Islander languages, the reversal of language loss through revival and retrieval programs

Reflect on their own use of Hindi, English and other languages or dialects for different social purposes, and recognise that they sometimes mix and switch between languages

[Key concepts: language domains, multilingualism; Key processes: comparing, explaining, analysing, reflecting]

(ACLHIU053)



- creating individual language profiles, explaining which languages or dialects they use in their family, social and community lives
- recognising that language use among bilingual/multilingual speakers varies according to ethnicity, age, profession or social status and to the context of use
- reflecting on the different role of elements such as gestures, body language and the use of space or silence when they are using different languages
- reflecting on the impact on their lives and on their sense of identity of speaking more than one language
- reflecting on how they use language differently in interactions across different contexts, and how these differences help to signal social roles and relationships
- sharing examples of how they sometimes mix and switch between languages when they are speaking to each other

Role of language and culture

Elaborations

Reflect on how communities' ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages

[Key concepts: perspective, culture, place, values; Key processes: questioning, analysing, identifying]

(ACLHIU054)



- understanding that people 'read' intercultural communication in different ways depending on their own cultural perspectives, and recognising the validity of different perspectives and questioning notions of 'right' or 'wrong' ideas
- noticing ways in which the Hindi language reflects values and traditions of Indian communities, for example, understanding concepts such as सत्संग, घूँघट
- reflecting on how different languages and cultures represented in the classroom influence ways of talking or acting in social, physical and temporal environments, for example, Aboriginal and Torres Strait Islander relationships with place, language and culture; the concept of non-linear time expressed in Hindi कल, परसों, the concepts of अहिंसा and कर्म
- identifying Australian values and traditions such as informality, mateship and loyalty that resonate in particular words, expressions or behaviours that may be misunderstood by others, for example, 'bring a plate', 'fair dinkum', 'mate'

Years 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Hindi to exchange personal information and experiences, to give opinions and express feelings. When interacting with others, they use expressive and descriptive language, for example, नमस्ते आप कैसे हैं, मैं ठीक हूँ। मेरी माँ मुझे बहुत प्यार करती है, मैं उनकी आँखों का तारा हूँ। मेरे परिवार में हम सब साथ साथ रहते हैं।, मुझे लगता है आप ठीक कह रहे हैं। Students show interest in and respect for others, for example, मुझे माफ़ कीजिये, यह बहुत अच्छा है। बहुत खूब, मजा आ गया, यह बहुत अच्छा है। रमा मुझे माफ़ करना लेकिन मुझे लगता है कि...। सच पूछो तो मेरे विचार से...। मैं इस बात से सहमत हूँ कि....। They use action-oriented language to plan and conduct shared activities, for example, हम यह कहना चाहते हैं कि...। मैं आज आप को कुछ जानकारी देने जा रहा हूँ। हमारे समूह का विचार है कि..., हम आप के सामने आप एक नाटक पेश करने जा रहे हैं, आज हम आप के सामने प्रस्तुत करने जा रहे हैं... and complete transactions, for example, इसका क्या दाम है?, मुझे एक किलो दाल दीजिये। यह पोशाक कितने की है ये आम कितने के हैं? आपकी दुकान में सब से अच्छी फोटो कौन सी है, मुझे ठंडा शरबत चाहिये। क्या आप के यहाँ शाकाहारी भोजन मिलता है? आप के भोजनालय में सबसे स्वादिष्ट व्यंजन कौन सा है? मुझे दो रोटी के साथ एक दाल मक्खनी दे दीजिए.. When participating in classroom routines and activities, they ask and respond to questions, express opinions and ask for clarification, for example, है न?, नहीं, हाँ, यह क्या है?, मुझे समझ नहीं आया फिर से समझाइये, ठीक है, यह कैसे करना है, मेरे हिसाब से वहाँ जाना ठीक नहीं है, यह खाना बहुत स्वादिष्ट है, हमें वहाँ से खाना लेना चाहिये। Students use patterns of Hindi pronunciation and intonation when interacting, identifying regional variations. They gather, classify and compare information related to social and cultural worlds from a range of spoken, written and visual texts. They present information about aspects of language and culture in different formats selected to suit audience and context. They respond to a range of imaginative texts by identifying and discussing key elements such as storylines, characters and themes, for example, अमर चित्र कथा, पंचतंत्र की कहानियाँ, दादी की कहानियाँ, अल्लादीन का चिराग, चाचा चौधरी और साबू, विक्रम और बैताल, पिंकी और बबलू, अकबर - बीरबल के किस्से. They create and perform short imaginative texts based on a stimulus, concept or theme, for example, दोस्ती, प्रेम, अहिंसा, अतिथि-सत्कार, अनेकता में एकता. When constructing texts, students use a variety of tenses, for example, खा रहा था, खा रही थी, खा रहा हूँ, खाऊँगा, खायेगा, खायेगी, जा रहा था, जाऊँगा, जा रहा हूँ adverbs, for example, साथ-साथ, अगर-मगर, कभी-कभी, धीरे-धीरे, जल्दी मैं, दौड़ते हुए and verb forms expressing actions happening, being made to happen or caused to happen, for example, बनना, बनाना, बन जाना। They connect their ideas using conjunctions, for example, मैंने स्वेटर पहना क्योंकि मुझे ठण्ड लग रही थी, तुम यहाँ बैठो या वहाँ जा कर खड़े हो जाओ, उसने दवाई खाई पर असर नहीं हुआ, राम ने खाना खाया और सो गया। They use number and gender distinctions such as एक आदमी, कई आदमी, एक लड़का, तीन लड़के, बेटी, बेटियाँ, नदी, नदियाँ. Students translate texts from Hindi into English and vice versa, identifying words and phrases that need interpretation, for example, उँगली पर नचाना, नाक में दम करना, अपने घर में कुत्ता भी शेर होता है, अंगूर खट्टे हैं. They create bilingual texts for their own and others' learning. They identify how being bilingual and bicultural contributes to their own identity and influences their ways of communicating.

Students identify the relationship between word formation and pronunciation and apply the conventions of written script to their own constructions. They distinguish between active and passive voice and the intonation patterns of statements, questions and exclamations, for example, वह पास हो गया! क्या आप वहाँ जाएँगे? तुम अच्छे बच्चे हो।. They identify negative constructions, including negative forms of verbs and adjectives and the form and function of tenses, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो. They distinguish between the structure and features of different forms of spoken and written texts and identify ways that texts create effects to suit different audiences. They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience. They explain factors that have affected Hindi language over time, including the impact of other languages and cultures such as Sanskrit, Persian, English and Arabic. They give examples of how their language use varies according to social context and purpose and identify how ways of using languages are shaped by values and belief systems.

Years 7 and 8

The nature of the learners

The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. There is a need for continuity through change in relation to their language learning. Learners at this level may find themselves in classes involving a range of previous experience with Hindi language-culture. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience.

Hindi language learning and use

Hindi is used for classroom interactions and transactions, for creating and maintaining classroom relationships, for explaining and practising language forms, and for developing cultural understanding. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of ICT. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts, and increasingly generate original and personal language. They compose and present more complex and varied texts (for example, media and hypermedia texts, shared stories, poetry, songs/raps, blogs, advertisements, reports and journal entries), and plan, draft and present imaginative and informative texts. They design interactive events and collaborative learning experiences and participate in discussions and activities. They use vocabulary and grammar with increasing accuracy, drafting and editing written work to improve structure and clarify meaning. They make cross-curricular connections and explore intercultural perspectives and experience.

Contexts of interaction

While the primary context of interaction remains the Hindi language classroom, learners are encouraged to engage in interactions with peers in India and other Hindi-speaking regions of the world, including Australia, through electronic means of communication. Learners have additional access to Hindi speakers through media and community events, websites, social media and radio streaming.

Texts and resources

Learners work with a range of texts specifically designed for learning Hindi in school, such as textbooks, literary texts, videos, readers and online media resources. They also access materials created for Hindi-speaking communities, such as songs, films, magazines, advertisements and websites. They read, view and interact with a growing range of texts for a wider range of purposes (for example, informational, transactional, communicative, imaginative and expressive).

Features of Hindi language use

Learners expand their range of vocabulary to domains beyond their personal experience and interests, applying phonetic and grammatical knowledge to spell and write unfamiliar words. They use a range of grammatical forms and language structures to convey more complex relationships between ideas and experiences, creating compound and complex sentences by using postpositions such as मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ। They recognise the function and form of commonly used suffixes and prefixes and relationships between words with a shared base, such as बुद्धि, सुबुद्धि, बुद्धिमान, बुद्धिमत्ता. They distinguish between active and passive voice according to context, मैंने आपको बुलाया है। आपको बुलाया गया है। and use a range of tenses to describe routines and actions, मैं दिल्ली जा रहा हूँ। मैं दिल्ली गया था। मैं दिल्ली जाऊँगा. They develop awareness of how language structures shape textual features, and they adopt a wider range of processing strategies, drawing increasingly on their understanding of text conventions when encountering unfamiliar texts. They continue to build metalanguage to describe grammatical and textual features. They recognise and use idiomatic expressions such as आँख का तारा, and employ descriptive and expressive language, including onomatopoeic and mimetic words, to create particular effects and engage interest.

Learners make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They are increasingly aware of the relationship between languages and cultures, noticing, for example, values such as family commitment and respect expressed in cultural practices as well as embedded in Hindi grammatical and vocabulary systems. They reflect on the nature of bicultural and intercultural experience, on how languages change in response to social and cultural change, and on their individual identities as users of two or more languages in a multicultural social context.

Level of support

Particular support is required at this stage of learning to manage the transition to secondary schooling and to encourage continued engagement with language learning. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and more challenging tasks. Learners require continued scaffolding, modelling and material support at paragraph and whole-text level for written language and for developing fluency and accuracy in spoken language. They are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in various contexts. They are encouraged to engage more critically with resources such as websites, dictionaries, translating tools and other language resources designed to enrich their receptive and productive language use.

The role of English

Hindi is used in more extended and elaborated ways and English is used when appropriate for comparison or reflection. Using Hindi to express ideas and feelings, exchange opinions and manage shared activities increasingly involves 'cultural' as well as 'linguistic' choices, personal and social elements as well as grammatical ones, such as making decisions about the use of titles and polite prefixes. At this stage, learners draw from both languages as they move from the **what** considerations to the **why** and **how** questions: from noticing that language and communication are culturally shaped to thinking about the values, experiences and perspectives that lie inside cultural differences, and about how these impact on their own experience as they move between languages and cultural systems.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate and sustain a range of spoken, written and online interactions, for example, exchanging views or experiences, offering opinions and making connections across different areas of interest

[Key concepts: relationship, experience, communication; Key processes: interacting, listening, responding, recounting]

(ACLHIC055)



- initiating and sustaining conversations with peers and adults on topics of mutual interest such as sport, games, music, for example, यू ट्यूब पर मैंने हनी सिंह का नया गाना देखा। मुझे वह बहुत पसंद आया। तुमने देखा क्या?
- using face-to-face, written and online forms of communication to compare experiences and offer opinions on concepts such as family, education, friendship, interests and travel, for example, तुम्हारी भारत यात्रा कैसी रही?; तुम कौन कौन से स्थान पर घूमने गए?
- using descriptive and expressive language to encourage feedback and to express empathy or indicate agreement, for example, बड़े दुःख की बात है; मुझे आप से सहानुभूति है। आप बिल्कुल सही कह रहे हैं। मैं आप से सौ प्रतिशत सहमत हूँ।
- participating in informal conversations and more structured discussions to share and compare attitudes to social and cultural issues, for example, स्वस्थ जीवनशैली; पारिवारिक रिश्ते; संयुक्त परिवार या एकल परिवार; बहुसांस्कृतिक समाज
- developing narrative and descriptive skills by exchanging accounts of significant events, influences or milestones, for example, पिछले साल मैं अपने माता पिता के साथ राष्ट्रीय संग्रहालय देखने गया और वहाँ स्वदेशी कलाकृतिओं को देख कर बहुत प्रभावित हुआ। कल एक कवि सम्मेलन का सफल मंचन करने के लिए मेरी काफी सराहना की गई।

Engage in collaborative activities that involve planning, problem-solving, communicating and transacting in real or simulated situations and contexts

[Key concepts: design, transaction, planning; Key processes: transacting, considering, problem-solving, decision-making]

(ACLHIC056)



- transacting authentic or simulated purchases or exchanges, such as sourcing and buying media products, fashion or food items from online or retail outlets, or returning damaged articles, for example, यह लहंगा कितने का है? यह और कौन कौन से रंगों में उपलब्ध है? खाने में मिर्ची थोड़ी ज्यादा डालना। चाय गरमा गरम होनी चाहिए। हम यह सामान वापिस नहीं ले सकते क्योंकि आपने रसीद खो दी है।
- planning for an excursion, event or celebration such as a Bollywood night or दिवाली, indicating preferences, considering options and deciding on actions, for example, हमें माता पिता से अनुमति पत्र चाहिए। हमें कमेटी बनानी पड़ेगी। फिर सभी को अलग-अलग कार्य दिए जाएंगे।
- designing a web page to support social contact and information exchange between themselves and young Hindi-speakers in different contexts, brainstorming possible stimulus questions such as आप अपनी पढ़ाई और सामाजिक जीवन में संतुलन कैसे बनाते हैं?
- sharing responsibilities for filming, editing and presenting a short documentary on aspects of their shared experiences, for example, हमारा समुदाय; गणतंत्र दिवस; बैसाखी; बॉलीवुड फिल्म समारोह

Interact with peers and the teacher to complete learning activities and to support their own and others' learning by managing debate and discussion and checking understanding
[Key concepts: debate, perspective, exchange, response; Key processes: discussing, responding, evaluating, reflecting]

(ACLHIC057)



- using more elaborated sentence structures and interactional strategies to support debate and to provide clarification, for example, अपनी बात के समर्थन में आप के पास कोई प्रमाण है? and to maintain cohesion and focus in discussion, for example, दूसरे शब्दों में; आपको नहीं लगता कि...; मेरा सुझाव तो यही है कि.....
- contributing to discussion and debate by expressing opinions, responding to others' perspectives and using reflective language, for example, ध्यान देने की बात... है कि; यह एक और दिलचस्प पहलू है....., जो आप कह रहे हैं वह ठीक है मगर यदि दूसरे दृष्टिकोण से देखा जाए तो यह कहना ग़लत नहीं होगा कि.... यह विवादास्पद है।
- using evaluative language to acknowledge strengths in others' arguments or to challenge their views in a courteous manner, for example, आपका कहना एकदम स्पष्ट और उचित है।; वास्तविकता यह है कि इस बात पर मैं आप से बिल्कुल सहमत नहीं हूँ।
- reflecting on the usefulness and potential application of particular learning experiences, comparing their language and literacy development in Hindi and English

Informing

Access, collate and analyse information from different print and digital sources to present an overview or develop a position on selected issues or interests

[Key concepts: perspective, context, representation; Key processes: comparing, analysing, presenting, profiling]

(ACLHIC058)



Elaborations

- accessing and collating information produced in different contexts that reflect Indian and/or Australian lifestyles over different times and contexts
- engaging critically with texts that report on personal, social or community activities, for example, blogs, social media texts or community announcements, discussing how texts reflect cultural contexts
- using organisers such as concept maps, pie charts or tables to summarise information and develop a position on issues of interest to their peer group
- summarising information from differently-sourced texts that report on contributions of important historical figures and moments, such as the influence of Gandhi to peace movements, the freedom struggle in India and civil rights
- collecting information from websites, newspapers or magazines to build reference resources on different topics/issues, classifying information according to concepts such as संचार; गरीबी; स्वास्थ्य
- gathering information about well-known people in fields such as sport, entertainment, youth culture, the arts or history to create a digital profile to present to their peers

Use different modes of communication to report on personal or shared perspectives, views and experiences or to invite action or debate

[Key concepts: experience, cultural expression; Key processes: designing, reporting, comparing]

(ACLHIC059)



- creating texts such as notices, web posts or posters to promote and inform others about planned events, for example, "उत्तर भारत के पर्यटक स्थान", भारतीय-भोजन उत्सव, होली के मेले का विवरण
- reporting on experiences of events associated with cultural expression and traditions, using formats, such as personal recounts, blogs or digital/oral presentations, for example, ऑस्ट्रेलिया के सामुदायिक शिविर; दिवाली उत्सव
- presenting a personal perspective on a shared learning experience such as the viewing of a documentary on an environmental or community issue
- organising information for a presentation to a young Hindi-speaking audience on distinctive features of Australian landscape, peoples and cultures
- presenting information on a community issue such as conservation or homelessness through digital displays

Creating

Interpret and compare representations of values, characters and events from a range of traditional and contemporary imaginative texts

[Key concepts: theme, representation, values, humour; Key processes: comparing, analysing, identifying; Key text types: cartoons, games, fables, films]

(ACLHIC060)



Elaborations

- comparing themes and values represented in contemporary texts such as cartoons or video games with those conveyed in traditional fables, epic poems and legends
- analysing cultural styles of humour in comedies or cartoons, for example, by comparing Hindi jokes about family relationships, such as mother-in-law/daughter-in-law and husband/wife jokes पति-पत्नी इत्यादि के चुटकुले, with humour around similar relationships in Australian English
- identifying characters in fables and legends that embody particular qualities, values or defects that have come to represent recognisable character traits in everyday speech, for example, referring to a playful or naughty child as *Krishna* or *Kahnaiyya*, or to a late-sleeper as *Kumbakaran*
- considering whether values and aspirations expressed in historical texts such as letters written during the freedom struggles in India might have relevance to their own lives
- comparing style, creative effects and cultural values reflected in popular Hindi and Australian music by listening to music stations, reading print or online music magazines, classifying song titles or viewing clips from Bollywood films
- comparing representations of traditions and beliefs across cultures through visual and performing arts, for example, by comparing different living traditions present in Australia, including cultural and artistic expression associated with Aboriginal and Torres Strait Islander people
- providing a live commentary to a dance performance, interpreting movements, commenting on the significance of costume and interpreting messages conveyed through the performance

Create and perform a range of texts to entertain others that involve imagined characters and contexts and different modes of presentation

[Key concepts: creativity, characterisation, imagination, emotion; Key processes: composing, performing; Key text types: sketches, drama, songs, stories, cartoons]

(ACLHIC061)



- creating and performing sketches that involve characterisation, context and dramatic tension, for example, the first day at a new school or appearing on a reality show
- creating an additional scene, new character or alternative ending that adds suspense or a twist to a familiar story, drama or film script, for example, शेखचिल्ली का सपना पूरा होना
- creating, rehearsing and performing interpretations of poems for a public recitation or verse-speaking competition
- composing, performing or presenting jingles or digital animations to create new interest in existing or imagined products
- creating texts such as picture books, bedtime stories or cartoons for younger children, selecting appropriate language, rhythms and images to enrich the aural and visual experience
- performing unscripted explorations of characters, contexts and feelings, for example, मित्रता; निष्ठा; साहस, using gestures, voice and props to build mood and to explore relationships and emotions

Translating

Translate a range of short texts used in different contexts from Hindi into English and vice versa, comparing each other's versions and how they translated elements that involve cultural knowledge and understanding

[Key concepts: meaning, equivalence, translation; Key processes: translating, approximating, comparing, evaluating]

(ACLHIC062)



Elaborations

- translating popular Hindi proverbs or lines of poems into English, considering how to adapt or adjust them to convey equivalent meanings in English, for example, गंगा गए तो गंगादास जमना गए तो जमनादास; चोर की दाढ़ी में तिनका
- translating school or community texts such as directions, rules or notices in Hindi and English, considering how each language reflects cultural styles, for example, the use of words like निवेदन in a formal request and कृपया गंदगी न फैलाएँ in public notices
- translating media texts such as appeals, slogans or advertisements from Hindi to English or vice versa, noticing how each language uses elements such as verb moods or emotive language for particular effect: सारी धरती की यह पुकार, पर्यावरण का करो सुधार; जागो ग्राहक जागो
- translating short excerpts from traditional fables and legends, identifying words and expressions that reflect cultural values or history and are difficult to express in English, for example, गृहप्रवेश, सात्विक, भक्ति
- critically evaluating the effectiveness of resources such as print and digital dictionaries and electronic translators, for example, by comparing individual translations, back-translating or swapping references

Produce bilingual texts such as digital stories, programs for events, performances, skits or poems that reflect the experience of ‘living between languages’

[Key concepts: equivalence, interpretation; Key processes: composing, selecting, translating]

(ACLHIC063)



- creating a short bilingual documentary about a local community event or locale, with narration in one language and subtitles in the other
- composing menus or programs for school or community events that include footnotes in English to explain key terms or items
- creating a bilingual resource to present to the school library, for example, an illustrated anthology of popular Hindi poems or proverbs with English translations
- performing a role play, skit or song for a school concert or assembly, using Hindi for the performance and English for supporting explanations and commentary

Reflecting

Consider differences and similarities in style and use of language when interacting in Hindi and in English, noticing when the choice is made to use either or both languages

[Key concepts: code-switching, code-mixing, intercultural communication; Key processes: monitoring, analysing, discussing]

(ACLHIC064)



Elaborations

- identifying ways in which they change their ways of communicating when switching from Hindi to English
- providing examples of interactions which feel more natural in Hindi than they do in English or vice versa, for example, using Hindi to talk about family experiences, rituals or relationships, using English to talk about school work, music or films
- using a reflective journal to record and compare when and why they consciously choose to use one language rather than the other, considering whether their ways of thinking and communicating change between languages
- identifying instances when using both Hindi and English in the same interaction makes for easier communication
- discussing what they need to consider when interacting with speakers of different language and cultural backgrounds, such as being flexible, noticing people's reactions to what they say, watching for signals of misunderstanding, being mindful of different perspectives and traditions
- reflecting on choices they make when interacting with friends who also speak both Hindi and English, identifying instances when they move between languages for either practical or cultural reasons

Discuss the nature of identity and of cultural experience, considering the dynamic and responsive relationship between the two

[Key concepts: bilingualism/multilingualism, culture; Key processes: reflecting, analysing, comparing]

(ACLHIC065)



- comparing views about the nature of *identity*, for example, by discussing elements that they believe shape and reflect their personal sense of identity, such as community, ethnicity, personality, languages, tastes and interests
- considering how identity changes over time, taking into account ways of thinking, behaving and communicating, and influences such as education, intercultural experience, digital worlds and popular culture
- sharing views about the nature of *culture*, referencing their own relationship with different elements of Indian and Australian cultural experience
- exploring how individual ways of thinking and communicating both shape and reflect cultural identity
- considering whether their sense of cultural identity varies according to place, time and situation

Understanding

Systems of language

Identify correspondence between individual and combined elements of spoken and written Hindi, such as pronunciation of consonant clusters or the pronunciation and spelling of English words used in Hindi

[Key concepts: syntax, prefixes, suffixes, word derivation; Key processes: recognising, analysing]

(ACLHIU066)



Elaborations

- recognising individual elements of spoken and written words, phrases and non-verbal forms of expression and noticing how they combine to make or to change meaning
- recognising how words can be formed from base words, and understanding how prefixes and suffixes change the meaning of words, for example, जीव, सजीव, जीवंत, understanding the impact this has on pronunciation
- recognising and identifying how to pronounce and spell loan words commonly used in Hindi from Persian and Arabic, such as क़ानून, फ़ालतू, and from English, such as ट्रेन, स्टेशन, स्कूल
- recognising and understanding the impact on Hindi pronunciation and spelling in Devanagari of Sanskrit words (*tatsam* words) and of derived forms (*tadbhav* words), understanding that both forms can be used in different contexts; for example, क्षेत्र for 'field' in an abstract sense and खेत for a field for farming

Apply grammatical and lexical knowledge to work out the meaning of unfamiliar words, to form and spell new ones, to create compound sentences, to recognise and use prefixes and suffixes and to develop metalanguage

[Key concepts: phonics, word building, idiom; Key processes: understanding, applying rules, using metalanguage]

(ACLHIU067)



- strengthening vocabulary resources related to personal, social and educational worlds
- applying phonic and grammatical knowledge to the spelling and writing of unfamiliar words such as वाक्यविन्यास
- creating compound and complex sentences by using conjunctions such as मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ।
- recognising the function and form of commonly used suffixes and prefixes, for example, by collecting groups of words that share a base word, such as बुद्धि, सुबुद्धि, बुद्धिमान, बुद्धिमती
- recognising and using idiomatic expressions such as आँख का तारा
- using numbers in fraction, multiple and collective forms, such as आधा, चौथाई, एक तिहाई, सैंकड़ों, हजारों, तीन गुणा
- continuing to build metalanguage to describe grammatical concepts and to organise learning resources such as verb charts, vocabulary lists, groups of pronouns, adverbs and adjectives
- understanding and using basic joining (सन्धि) rules such as इ+आ = ए to achieve text cohesion
- understanding the use of the active and passive voice according to context, for example, मैंने आपको बुलाया है। आपको बुलाया गया है।
- using a range of tenses to describe routines and actions, for example, मैं दिल्ली जा रहा हूँ। मैं दिल्ली गया था। मैं दिल्ली जाऊँगा।
- using adjectives in comparative structures such as राम थोड़ा लम्बा है। राधा हेमा से अधिक चतुर है।

Apply understanding of text structure and organisation to interpret unfamiliar texts and to create own texts for specific purposes

[Key concepts: textual conventions, tenor, audience; Key processes: identifying, classifying, explaining]

(ACLHIU068)



- using their shared knowledge of typical features of familiar types of text to understand unfamiliar content, for example, in public announcements, commercials or quizzes, recognising how language and style vary according to the context, purpose and intended audience of a text, for example, by comparing a formal presentation at Speech Day with an email to a close friend
- identifying how texts achieve cohesion through the use of paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, यदि आप चाहें तो....,
- creating and comparing their own examples of particular text genres, such as horoscopes, prayers or weather forecasts, explaining their choice of particular language or text organisation
- composing multimodal texts designed to appeal to a particular age group or demographic, noticing how/why they decide to use particular vocabulary and style

Language variation and change

Elaborations

Explore how language use varies according to context, purpose, audience and mode of delivery

[Key concepts: register, mode, audience; Key processes: comparing, explaining]

(ACLHIU069)



- comparing and explaining the use of different styles of communication in different contexts, such as respectful, devotional or colloquial forms of expression आपकी यात्रा मंगलमय हो, सब ठीक-ठाक है?
- identifying differences in features and register between spoken and written language, for example, in apologies, invitations or narratives कल मेरे घर आना, कल हमारे घर पधारिए/दर्शन दीजिए
- comparing language and textual features used when communicating with different age groups, for example, amusing rhymes and terms of affection for small children, devotional texts for religious expression
- identifying variations in language use between people of different ages, gender or status, for example, ways of showing authority or expressing humility
- understanding that facial expressions, gestures and body language are key elements of communication and that they can be interpreted differently by different people
- explaining variations in style, content and register of different expressions of wishes for a particular event or occasion such as Diwali, for example, हर घर में हो उजाला, आए न कभी रात काली हर घर मनाए खुशियाँ, हर घर में हो दिवाली compared to an sms message such as शुभ दिवाली

Reflect on changes in their own use of Hindi over time in social, community and school contexts, explaining reasons for changes or adaptations

[Key concepts: language change, expression, experience; Key processes: reflecting, monitoring, analysing]

(ACLHIU070)



- reflecting on changes in their ways of communicating in Hindi, identifying terms, expressions or behaviours that have become part of their everyday language through the influence of technology, social media and intercultural experience
- talking with older members of their families or communities about changes they have experienced in their use of Hindi and about their observations of how the language has changed over time
- discussing how their use of language reflects different and changing relationships, for example, familiarity with friends, respect for elders and authority figures
- finding examples of changes in language use within their own families and friendship groups which have come about through globalisation and the influence of other languages, for example, माँ, अम्मा, माताजी being replaced in some families by मम्मी
- identifying how social media and technology have influenced their own ways of communicating, for example, by compiling a glossary of terms they use in emails or text messages, such as अब (ATM), फिर मिलेंगे CU, जाना होगा (G2G), हे हे (LOL), फिर बात करते हैं (TTL)

Recognise the intercultural and multilingual nature of language use in social media and popular culture, considering how this influences aspects of their lives

[Key concepts: globalisation, cultural expression, multilingualism; Key processes: researching, classifying, explaining]

(ACLHIU071)



- finding examples of language/behaviours associated with Indian culture that are part of everyday life in Australia, for example, words and expressions associated with religion, yoga, dance, Bollywood, food, sport
- explaining the influence of Indian language and culture on their ways of communicating in different situations, for example, by creating a glossary of Hindi words and expressions they use when communicating in English or when thinking about themselves and their families
- investigating different forms and functions of multilingualism in today's society, for example, by tracking the mixing of languages such as Hindi, Urdu, Punjabi and English in Bollywood scripts and song lyrics, or by creating their own hybrid-language advertisements, songs or raps, for example, *Life style* से तय होगा *car* का *premium*...
- reflecting on other people's reactions to their use of Hindi and/or English, considering how perceptions of people's ways of communicating are shaped by cultural standpoints and perspectives

Role of language and culture

Understand that language is not neutral and that its forms and usage reflect cultural ideas, values and perspectives

[Key concepts: culture, language change, representation, values; Key processes: reflecting, analysing, comparing]

(ACLHIU072)



Elaborations

- sharing understandings of what *culture* is and how it relates to language and to identity, using prompt statements such as 'संस्कृति में ...'
- identifying Hindi words or expressions that carry cultural connotations and values, for example, terms such as सुहागन and विधवा in relation to auspicious or inauspicious roles at occasions such as नामकरण or गृहप्रवेश
- identifying expressions used in news reports or sports commentaries that reflect traditional beliefs and include cultural allusions, for example, references to gods and legendary heroes such as अगर इंद्रदेव मेहरबान हुए तो भारत बिना मैच खेले पहुंचेगा फाइनल में
- identifying cultural distinctions expressed through language, for example, forms of address such as नमस्कार, नमस्ते, आप कैसे हैं?, तुम कैसे हो? the addition of श्री, श्रीमती for married women and कुमारी for unmarried women, considering whether English makes similar distinctions
- exploring the cultural significance of concepts expressed in a single word in Hindi or English which are difficult to translate, for example, the term जूठा in Hindi or *mateship* in Australian English
- exploring how cultural values and ideals such as truth, duty or filial respect are embedded in traditional fables and legends, such as brotherly love or the concept of the obedient/dutiful child in the stories राम और लक्ष्मण, श्रवण कुमार
- discussing commonly used words and expressions that reflect family/community values, for example, the practice of using the English terms 'Auntie' or 'Uncle' when addressing older people even when they are strangers

Years 7 and 8 Achievement Standard

By the end of Year 8, students initiate and sustain a range of spoken and written interactions on topics of mutual interest, for example, आपका क्या हाल है? आप कब वापस आये? परिवार में सब कैसे हैं? आप कहना क्या चाहते हैं? रमा मुझे माफ़ करना लेकिन मुझे लगता है कि ..., सच पूछो तो मेरे विचार से; मैं इस बात से सहमत हूँ कि ... They exchange views or experiences and offer opinions using language to encourage feedback and to express empathy or indicate agreement, for example, सुन कर बहुत खुशी हुई, बधाई हो!, मुबारक हो! जन्मदिन की हार्दिक शुभकामनाएँ। बड़े दुःख की बात है; मुझे आप से सहानुभूति है। आप बिल्कुल सही कह रहे हैं। मैं आप से सौ प्रतिशत सहमत हूँ। Student complete transactions by negotiating, planning and solving problems, for example, यह लहंगा कितने का है? यह और कौन कौन से रंगों में उपलब्ध है? खाने में मिर्ची थोड़ी ज़्यादा डालना। चाय गरमा गरम होनी चाहिए। हम यह सामान वापिस नहीं ले सकते क्योंकि आपने रसीद खो दी है। They use reflective and evaluative language to support their own and others' learning and to manage discussion and debate, for example, ध्यान देने की बात है क..., यह एक और दिलचस्प पहलू है...; जो आप कह रहे हैं वह ठीक है मगर यदि दूसरे दृष्टिकोण से देखा जाए तो यह कहना गलत नहीं होगा कि... यह विषय विवादास्पद है। When speaking Hindi, they apply pronunciation and rhythm patterns, including consonant clusters and English words used in Hindi, to a range of sentence types. They locate, collate and analyse information from a range of written, spoken and multimodal texts to provide an overview or to develop a position on selected issues or interests. They use different modes of communication to report on perspectives, views and experiences or to invite action and debate. They interpret ways in which values, characters and events are represented in a range of traditional and contemporary imaginative texts. Students create texts with imaginary characters and contexts in a range of forms to entertain different audiences. They use grammatical forms and features such as prefixes, for example, ज्ञान-अज्ञान-, समान-असमान and suffixes, for example, कृपालु, दयालु, लड़ाई, चढ़ाई), and create compound and complex sentences by using postpositions such as तुम अगर समय पर काम करोगे तो खेल सकोगे। हम सब को अपना कार्य मेहनत और सच्ची लगन से करना चाहिये जिस से हमें सफलता मिले। मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ, comparative adjectives, for example, गीता अपनी बहन से सुन्दर है। मोहन अपनी कक्षा में सब से होशियार है। राम थोड़ा लम्बा है। हेमा से अधिक चतुर है। and basic joining rules such as इ+आ = ए to achieve cohesion. They translate texts from Hindi into English and vice versa, and compare their own translations with others', interpreting cultural elements. They produce texts in Hindi and English that reflect a bilingual and bicultural perspective. Students identify differences and similarities in the way they interact in Hindi and English, and describe the nature of identity and cultural experience and identify the relationship between the two.

Students identify the relationship between individual and combined elements of spoken and written Hindi and apply writing conventions, including spelling, to convey specific meaning in a range of texts. They use metalanguage to explain aspects of language and apply grammatical and lexical knowledge to determine the meaning of unfamiliar words and to form and spell new ones. They use their knowledge of text structure and organisation to interpret the unfamiliar texts and create new ones. Students explain how and why language use varies according to context, purpose, audience, mode of delivery and the relationship between participants. They explain how and why their own use of Hindi has changed over time and depends on context. They identify the intercultural and multilingual nature of language use across global communities and in social media and popular culture and explain how this influences their own lives. Students explain how language forms and usage reflect cultural ideas, values and perspectives.

Years 9 and 10

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 and use 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 frames impacts continually on the process of identity construction. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, 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.

Hindi language learning and use

This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication (for example, digital and hypermedia, collaborative performance and group discussions). Greater control of language structures and systems increases confidence and interest in communicating in a wider range of 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 wider range of texts and experiences. They use language in different contexts more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their written language 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

Learners interact with peers, teachers and other Hindi speakers in immediate and local contexts, and with wider Hindi-speaking communities and cultural resources via virtual and online environments. They may participate in community events such as film or cultural festivals, intercultural forums or exchange travel opportunities.

Texts and resources

Learners use an extensive range of texts and materials designed for in-class learning of Hindi, such as textbooks, literary texts, teacher-generated materials and online resources. Learning is enriched by exposure to authentic materials designed for or generated by young Hindi speakers, such as blogs, video clips, discussion forums, television programs or newspaper features. Learners are encouraged to source additional materials to support their own learning and to pursue personal interests in aspects of Hindi language and associated cultures.

Features of Hindi language use

Learners extend and consolidate grammatical knowledge, including the use of compound sentences by using postpositions में पहले दिल्ली जाऊँगा और अपना काम पूरा करने के बाद कोलकता पहुँचूँगा। and of a range of tenses to describe events and personal experiences, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे। They make passive and active voice distinctions, राम उर्दू लिख रहा है, उर्दू लिखी जा रही है, understand the appropriate use of participles and the function and use of case, ने, को, से, के लिए, में, पर. Their 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 that 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 at this level are more complex and challenging, involving collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Elements of tasks involve interpreting, creating, evaluating and performing. Working with media resources, fiction and non-fiction texts, performances and research projects allows 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 in turn are shaped 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 the role of 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 their ways of thinking and behaving; and 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 interculturally appropriate ways.

Level of support

While learners are increasingly less reliant on the teacher for support during communicative interactions, continued support, provision of rich language input and modelled language is needed to consolidate and sustain the learning of Hindi. The teacher provides both implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, situations and learning experiences, and explicit instruction and explanation in relation to complex structures, grammatical functions and abstract concepts and vocabulary. Provision of opportunities to discuss, clarify, rehearse and apply their knowledge is critical in consolidating knowledge and skills and developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback and through peer support and self-review.

The role of English

Learners and teachers use Hindi as the primary medium of interaction in language-oriented and most content-oriented learning experiences. English is used for comparative analysis and for elements of discussion or conceptual analysis which may be better responded to in English than in Hindi. Learners are supported to reflect on the different roles English and Hindi play in their academic work.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Use formal and informal registers to discuss and compare young people's interests, behaviours and values across different cultural contexts

[Key concepts: values, responsibility, social worlds, environment; Key processes: discussing, comparing]

(ACLHIC073)



- interviewing each other and family members to compare views on cultural behaviours and values across different times and contexts, for example, तुम्हारे विचार में संयुक्त और एकल परिवार में से कौन सी पारिवारिक संरचना आज के युग में ज्यादा उपयुक्त है?
- discussing responsibilities related to home, school and part-time work, comparing with those of young people living in India and other Hindi speaking contexts and noting the relative importance of concepts such as परिवार, समुदाय और सहयोग, for example, भारत में घर के कामकाज के लिए नौकर नौकरानियाँ होती हैं। ऑस्ट्रेलिया में रह रहे भारतीय बच्चे घर के कामों में अपने मातापिता का हाथ बँटाते हैं।
- using formal and informal registers to discuss differences in language use between peers and adults at different social events, for example, क्या आप अगले सप्ताह शास्त्रीय संगीत का कार्यक्रम देखने जाना चाहेंगे? अपनी टीम को प्रोत्साहित करने के लिए तुम कल मैच देखने अवश्य आना।
- participating in formal debates on social or educational issues with reference to Indian and Australian perspectives, values and frames of reference, for example, क्या विदेशी भाषा सीखना अनिवार्य होना चाहिए? क्या उच्चशिक्षा की प्राप्ति ही जीवन में सफलता की कुंजी है? क्या बालिग होने पर बच्चों को अपने माता पिता का घर छोड़ देना चाहिए?

Participate in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours

[Key concepts: social/cultural behaviours, community, environment; Key processes: planning, inviting, presenting opinions]

(ACLHIC074)



- negotiating arrangements, weighing up alternatives and reaching shared decisions when planning performances or presentations to showcase Hindi language learning, for example, हमें इस में कुछ चित्र भी सम्मिलित करने चाहिये?; क्यों न हम सब ...; यही उचित रहेगा; आपको इसमें से एक चुनना है।
- issuing, accepting and declining invitations, using culturally appropriate expressions and protocols, for example, अपनी पुत्री के शुभ विवाह पर मैं आपको आमंत्रित करना चाहता हूँ। मैं नेहा बेटा को आशीर्वाद देने जरूर आऊंगा। यह मेरा सौभाग्य है कि आप ने मुझे इतने महत्वपूर्ण अवसर में सम्मिलित होने का अवसर दिया, किन्तु मैं किसी कारण वश नहीं आ पाऊंगा।
- comparing opinions on social and cultural behaviours and values associated with Hindi-speaking communities via online forms of communication such as emails, school chat forums and community websites, for example, भारतीय जीवन शैली में रंगों का विशेष महत्व है। बिंदी का महत्व केवल सौंदर्य और श्रंगार तक ही सीमित नहीं है। भारतीय संस्कृति की परम्परा है कि हम अपने अतिथियों का अपनी सामर्थ्य के अनुसार स्वागत सत्कार करने में कोई कसर नहीं छोड़ते। भारत में विवाह न केवल एक महिला और पुरुष को आपस में जोड़ता है बल्कि दो परिवारों को आपसी सहयोग और प्रेम की भावना में भी बाँधता है।
- organising an event such as a campaign or social media forum to raise awareness of community, environmental or ethical issues, for example, महिलाओं की सुरक्षा; स्वच्छ स्थानीय पर्यावरण, पुनर्चक्रण का महत्व
- transacting for goods and services, considering concepts such as value, availability, competition and ethics
- building vocabulary to support commercial and technological exchange between English- and Hindi-speaking communities, for example, मुद्रा विनिमय दर, भारत में आस्ट्रेलियाई निवेश, अंतर्राष्ट्रीय व्यापार, प्रौद्योगिकी का आदान-प्रदान

Use communicative strategies such as asking open questions and providing elaborated responses to extend discussion, justify views and to reflect on the experience of learning and using Hindi in and out of school

[Key concepts: discussion, language learning, language domains; Key processes: elaborating, responding, designing, identifying]

(ACLHIC075)



- extending discussion on topics of shared interest by inviting opinions or further elaboration and by clarifying or justifying statements, for example, इसका क्या प्रभाव पड़ेगा, मुझे विस्तार से बताओ। मेरे कहने का तात्पर्य है कि ...; तुम यह कहना चाहते हो कि ...; मुझे लगता है कि ...
- designing websites, posters or presentations that reflect on challenges and benefits associated with the experience of learning and using Hindi in the classroom context, for example, मैं बहुत अच्छी हिंदी बोल लेता हूँ, मगर लिखते समय लिंग को लेकर अनेक गलतियाँ होती हैं। हिंदी सीख जाने से मैं अपने दादा-दादी के साथ अच्छी तरह से बातचीत कर पाऊँगी। हिंदी सीखना मुश्किल लग रहा है मगर दिलचस्प बात यह है कि अब मैं हिन्दी फिल्मों का पहले से अधिक आनंद ले रही हूँ।
- reflecting on differences between forms of Hindi spoken at home and in the classroom, such as the use of more words influenced by English in the home context, for example, स्कूल compared to विद्यालय, मम्मी-पापा compared to माता-पिता
- identifying and comparing learning strategies that support their formal study of Hindi in the school context, for example, learning grammar and textual conventions associated with different domains of language use and using purer forms of the language
- identifying and discussing Hindi idioms and proverbs that may be applied to the experience of learning languages, for example, आकाश से तारे तोड़ लाना; कमर कसना, अब पछताए होत क्या जब चिड़िया चुग गई खेत

Informing

Elaborations

Research, interpret and evaluate information presented from different perspectives in relation to youth-related interests, identifying how culture and context affect how information is presented

[Key concepts: perspective, context, culture; Key processes: comparing, analysing, explaining]

(ACLHIC076)



- identifying different perspectives on selected social issues featured on television, radio or online forums, using the material as stimulus for debates or presentations, for example, जनसंख्या; भेदभाव; बेरोज़गारी, वैश्वीकरण, मानव अधिकार
- comparing information published in different media on topical issues or well-known personalities in order to demonstrate the relationship between texts and cultural contexts, for example, by analysing language used in commentaries on क्रिकेट or reflections on Bhagat Singh, Subhash Chandra Bose, Rabindranath Tagore
- conducting face-to-face or online interviews or surveys with peers, family or community members to compare experiences such as migration to Australia, living 'across' cultures or relationships with technology
- critically analysing texts such as blogs, letters or newspaper announcements, distinguishing between facts and opinions, and identifying author intent, for example, by reading and discussing letters by Jawahar Lal Nehru, पिता के पत्र पुत्री के नाम
- comparing representations in texts such as advertisements for mobile phones, beauty products or fast food in Hindi and English, considering why particular language or images have been selected
- listening to interviews with celebrities from fields such as entertainment, sport or politics, identifying expressions or cultural references that convey a sense of culture or context


Present information related to social and cultural issues of interest to their peer group using different modes and formats to take positions and to capture different perspectives

[Key concepts: environment, lifestyle, inclusivity; Key processes: reviewing, commenting, arguing]

(ACLHIC077)



- writing a review or creating a commentary of an event such as an India-Australia cricket match, music festival or street fashion show, incorporating expressions and style that characterise these text genres and reflect the writer's perspective
- creating texts such as blog posts or items in school newsletters that address social and environmental issues such as पर्यावरण परिवर्तन; बेरोज़गारी
- producing a segment for a local radio station to report on a charity fund raising activity
- presenting information in the form of promotional or persuasive letters or speeches for audiences such as peers, parents or authorities in order to argue a case or establish a position on an issue, for example, प्रदूषण के प्रभाव, पढ़ाई और मनोरंजन में तालमेल, पौष्टिक आहार और स्वास्थ्य
- using data collected via online research or recorded/published interviews to create a digital profile of a significant member of their local community or of the wider Hindi-speaking world, such as a musician, chef, artist or sporting figure
- presenting an overview of traditional games and sports played in different Hindi-speaking regions, such as कबड्डी or खो-खो, for example, by watching video clips and then writing up the rules

Creating	Elaborations
<p>Explore how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence</p> <p>[Key concepts: humour, effect, mood, composition; Key processes: analysing, comparing, identifying; Key text types: film, TV shows, poetry, drama]</p> <p>(ACLHIC078)</p> 	<ul style="list-style-type: none"> comparing how elements such as humour, compassion or suspense are created in different forms of popular culture in Hindi and English, for example, in folk/fairy tales, game shows, advertisements, commercial films or talent/reality shows identifying how imaginative texts from different eras use structure, expression and mood to build action, convey emotion and reflect cultural values, for example, by comparing the pre-Independence story बड़े भाई साहब by प्रेमचंद with a contemporary text such as 3 इडियट्स analysing how techniques such as the use of rhythm, imagery and metaphor in Hindi poetry create humorous, emotional or dramatic effects that reflect cultural traditions and styles, for example, in poetry by रवीन्द्रनाथ टैगोर; हरिवंश राय बच्चन; नीरज, गुलज़ार, महादेवी वर्मा or in texts by writers such as भीष्म साहनी; जयशंकर प्रसाद; मुंशी प्रेमचंद, मन्नू भंडारी identifying and explaining characteristic elements of traditional forms of Hindi literature, for example, verse celebrating bravery/warriors such as वीर गाथाएँ और गीत, जैसे पुष्प की अभिलाषा, devotional verse such as मीराबाई और सूरदास के भक्ति गीत or children's poems that celebrate nature such as आया बसन्त using evaluative and expressive language to compare responses to visual texts such as paintings, sculptures and relief art, for example, <i>Rajasthani</i> miniature paintings, <i>Patachitra</i> from Bengal, <i>Madhubani</i> paintings, <i>Warli</i> from <i>Maharashtra</i>, discussing the relationship between representation and culture

Create imaginative or expressive texts that draw from and reflect elements of their own tastes and experience
[Key concepts: expression, emotion, experience, culture; Key processes: creating, performing, expressing; Key text types: poetry, song, report]

(ACLHIC079)



- collaborating with peers to create dramatic or humorous representations of people, situations or events encountered in their own lives
- creating riddles to compete with and entertain each other, imitating the use of meter, rhythm, rhyme and metaphor exemplified in riddles from Hindi literature and folklore
- composing and performing poems or songs that incorporate elements of traditional or contemporary literary and musical forms and reflect their own experiences, for example, भक्ति or वीर गाथा verse, nonsense songs, raps
- creating and performing texts that exaggerate characteristic elements of a selected genre for comic effect, such as a biased commentary on a sporting event
- creating an imaginative text such as a diary entry or song lyric that expresses either positive or negative responses to the experience of living across different languages and cultures
- creating an English-language commentary to an observed Hindi-language sitcom, discussing how to transfer or explain the humour or dramatic effects of the original text
- using digital resources to create imaginary characters and situations associated with school or home contexts to entertain younger learners

Translating

Compare translations and interpretations of literary, community and social media texts, including those that mix Hindi and English words, expressions and sentence structures
[Key concepts: code-mixing, code-switching, hybridity, recast; Key processes: analysing, exemplifying, discussing]

(ACLHIC080)



Elaborations

- identifying and translating texts produced within the media and entertainment industry that use 'Hinglish' for different purposes, for example, *Life ho to aisi!*, *Youngistaan ka wow!*
- exploring the language of Bollywood by translating short excerpts that include code-mixing and code-switching between languages and dialects
- critically evaluating the accuracy and effectiveness of subtitles used in movies, video clips and documentaries, identifying examples of 'meaning lost in translation'
- translating parts of conversations recorded between family and friends that involve the mixing of Hindi and English, discussing the relationship between code switching and domains of use
- considering challenges involved in translating texts by contemporary poets and songwriters who incorporate English words or stylistic features into their texts
- identifying how translation sometimes involves literal exchange of word-for-word meaning, sometimes involves interpreting and expressing meaning in appropriate forms, and sometimes involves cultural meaning that cannot be translated

Create texts that draw on bilingual resources to explore and reflect the multicultural nature of their personal, school and community experience

[Key concepts: expression, bilingualism, multilingualism, code-mixing; Key processes: composing, reviewing, analysing, reflecting]

(ACLHIC081)



- interviewing community members about their life stories and experiences to create digital/multimodal profiles that include the use of voice-overs in Hindi, images, music and English subtitles
- creating raps or jingles that mix English and Hindi words/expressions, rhythms and gestures to capture elements of their own communicative behaviours
- creating a bilingual information pack in print and/or digital form about their school and local community to present to a visiting school
- creating glossaries and annotations in English that provide explanations for cultural and contextual references in contemporary Hindi texts

Reflecting

Reflect on the nature of bilingual/multilingual communication and experience

[Key concepts: mutual understanding, miscommunication, intercultural exchange, language domains; Key processes: reflecting, monitoring, explaining, analysing]

(ACLHIC082)



Elaborations

- exploring the concept of *translanguage* in relation to mediating thought, action and communication in situations that involve two or more languages
- reflecting on how speakers of more than one language draw strategically on a wide range of linguistic and cultural resources to make meaning of experience and to communicate with others
- considering whether thinking or communicating in one language rather than another affects the ways ideas or attitudes are understood or expressed
- identifying benefits associated with bilingualism/multilingualism, drawing examples from their personal experience
- comparing assumptions sometimes made when communicating with speakers of different languages, identifying instances when they consciously adjust how they communicate due to personal assumptions or attitudes
- identifying cultural cues in intercultural interactions that signal variations in expectations, values or traditions that may complicate communication
- monitoring their use of Hindi and English in different domains, for example, by keeping a record of when they use each language, for which language functions and in which contexts
- considering how their language and interactional behaviour might be interpreted or responded to by people from different language backgrounds

Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of communicating and thinking

[Key concepts: identity formation, culture, intercultural experience; Key processes: reflecting, describing, analysing]

(ACLHIC083)



- discussing whether being bilingual/multilingual allows for a more flexible sense of identity in ways that involve culture as well as language
- reflecting on the nature of intercultural learning in school and on intercultural experience in and out of school, discussing how different domains of language use present opportunities for the development of intercultural capabilities
- reflecting on how their perspectives and ways of communicating may be perceived by others, for example, in relation to language choice or code-switching/mixing and to behaviours that may be perceived as 'cultural'
- reflecting on their own and each other's ways of communicating when interacting with people from different cultural backgrounds, for example, when joking or speaking formally, describing adjustments they make in different languages, contexts and relationships

Understanding

Systems of language

Recognise regular and variable elements of spoken Hindi, such as social and regional variations in the pronunciation of diphthongs, or inconsistencies between Hindi pronunciation and spelling and variations from Sanskrit and Perso-Arabic conventions

[Key concepts: language variation, accent, register; Key processes: understanding, identifying, responding]

(ACLHIU084)



Elaborations

- increasing control of regular and irregular elements of spoken and written Hindi, such as the influence of accents and expression on pronunciation and spelling, for example, the use of वो in spoken Hindi in place of वह in written Hindi
- recognising ways in which genres of written literary Hindi may differ from everyday speech registers, for example, the use of Sanskrit words in official Hindi, with terms like विनिर्माण क्षेत्र for the manufacturing sector, demonstrating understanding of how such terms are written and spoken
- understanding that the appreciation of film song lyrics and verse forms can be enhanced by understanding how compound words are formed in Arabic and Persian and used in Hindi, for example, in the film title मुगल- ए- आज़म
- recognising the impermanent and fluid nature of spoken language and how it is influenced by local customs, cultures and regional languages, for example, the addition of honorifics such as sister, ताई, to women's names by Marathi speakers and देवी to married women's names by Biharis
- identifying features of spoken language, such as the use of repetition, pauses, interruptions, incomplete sentences and non-verbal expression, which are not represented in written Hindi but are important elements of 'live' interactions
- recognising and responding to challenges associated with clarity and pace in audio texts such as airport announcements or recorded phone messages

Investigate, demonstrate and explain how elements of grammar and word formation allow for complex expression of ideas and meaning

[Key concepts: cohesion, voice, compound words; Key processes: identifying, applying understanding]

(ACLHIU085)



- expanding vocabulary related to more complex concepts to compose richer descriptions and expression of ideas
- using conjunctions to create more complex and elaborated sentences, for example, मैं पहले दिल्ली जाऊँगा और अपना काम पूरा करने के बाद कोलकता पहुँचूँगा।
- extending knowledge of text cohesion and basic joining (सन्धि) rules, for example, word ending in अ plus word starting in उ becomes the सन्धि sound ओ as in पूर्वोत्तर. आ + ओ = औ, क् + द् = ग्
- using the active and passive voice to establish distinctions of agency, for example, राम उर्दू लिख रहा है।, उर्दू लिखी जा रही है।
- understanding the function and use of case (कारक), for example, ने, को, से, के लिए, मैं, पर
- using participles (पदबंध): imperfect – डूबती हुई नाव, perfect – डूबी हुई नाव, adverbial present – रोते हुए, लिखते हुए, adverbial past – वह लड़की का हाथ पकड़े हुए था, वाला as participle – सब्जी वाला, डिब्बे वाला
- expanding metalanguage to describe additional grammatical concepts and the relationship between form, function and meaning
- using a range of tenses in complex sentences to move between events and personal experiences across time, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे।



Analyse and compose different types of texts for specific purposes and audiences that involve different cultural, textual and contextual features

[Key concepts: genre, language features, context; Key processes: comparing, composing, identifying]

(ACLHIU086)



- composing and comparing texts such as emails, songs, slogans or public signs, noticing how the choice of vocabulary, structure and tenor combine to achieve each text's purpose
- comparing Hindi and English versions of texts such as invitations or newspaper announcements, noticing forms of expression that are culturally significant, such as जय के विवाह का शुभ मुहूर्त ... के दिन ... बजे से.. बजे तक तय हुआ है। आपकी उपस्थिति और आशीर्वाद की प्रतीक्षा रहेगी or रमेश और लीला के पुत्र के नामकरण पर आपको सादर आमंत्रित करते हैं।
- demonstrating the different organisation of elements, such as introductions, ordering of content and expression of wishes or greetings within different forms of communication, for example, formal letters, emails or web posts
- composing spoken and written versions of texts such as advertisements, invitations or personal messages, identifying key differences in syntax, register and language choice
- comparing the textual features of different kinds of Hindi verse, identifying differences in rhythm, meter and cultural framing
- composing formal and informal versions of selected text genres, such as a written invitation and an invitation by text message, मोहन और गीताकी सगाई के शुभ अवसर पर आपकी परिवार सहित उपस्थिति प्रार्थनीय है; क्या तुम... के दिन.. समय मुझे मिल सकते हो?

Language variation and change	Elaborations
<p>Analyse variations in Hindi language use that relate to social roles, values and contexts and to the nature of the interaction [Key concepts: variation, adaptation, register, values; Key processes: identifying, explaining, evaluating]</p> <p>(ACLHIU087)</p> 	<ul style="list-style-type: none"> classifying forms of address in terms of social, cultural or family relationships, for example, बड़ी दीदी, मुन्ना-मुन्नी, भैया, बाबाजी and discussing the relationship between language, culture and context evaluating how language choices reflect social values and attitudes, such as family loyalty, status or peer group identity finding examples of colloquial and contemporary forms of language used by young people of their age, such as using words and expressions from other languages when talking about popular culture, अरे यार, कल क्या कमाल मैच देखा observing non-verbal elements of communication such as gestures, facial expressions or use of space and silence, discussing their importance in communication and how they vary in formal and informal contexts noticing and explaining differences in text structure and grammar between formal and informal Hindi, for example, between the structure of a business letter and an informal email आपको सूचित किया जाता है..., मैं तुम्हें बताता हूँ...
<p>Categorise observed changes to Hindi in domains of use such as education, media, popular culture and intercultural communication [Key concepts: influence, exchange, language contact; Key processes: investigating, demonstrating, identifying]</p> <p>(ACLHIU088)</p> 	<ul style="list-style-type: none"> identifying changes in Hindi language forms and communicative styles in domains of use such as IT, diplomacy and commerce classifying words and expressions from other languages that they use in different curriculum areas such as science, visual arts, economics, social studies creating glossaries of terms that originated in other languages that they use in different areas of their own lives, for example, Persian सरकार, Arabic अदालत, Turkish कुली and Japanese रिक्शा talking with older members of their families or communities about changes to Hindi across their lifetime, such as the blending of English and Hindi in language used in entertainment, news and sports commentary or advertising analysing the language of the internet in terms of inter-language influences, for example, by identifying examples of Hindi words that have been adapted to accommodate concepts expressed in other languages

Explore how using different languages to make meaning affects how they and their peers think, behave and communicate

[Key concepts: identity formation, intercultural communication; Key processes: reflecting, identifying, explaining]

(ACLHIU089)



- reflecting on the relationship between their use of Hindi, English and other languages/dialects and their sense of identity
- discussing whether ideas and values are expressed differently in different languages, for example, in relation to family relationships or peer group interests
- reflecting on concepts such as *global citizenship*, *national identity* and *intercultural communication*, discussing the relationship between these concepts and languages and cultures
- discussing the effects of using either Hindi or English on how they express feelings, debate ideas or construct arguments

Role of language and culture

Understand that Hindi language and associated cultures are inter-related, that they shape and are shaped by each other and that their relationship changes over time and across contexts

[Key concepts: interdependence, meaning, change; Key processes: investigating, identifying, classifying]

(ACLHIU090)



Elaborations

- identifying words such as अहिंसा, धर्म-कर्म that carry cultural connotations and may be differently used and understood by people in different cultural contexts
- tracking changes in Hindi language forms and usage over different times and contexts, for example, मोटरगाड़-कार
- identifying compound words used in contemporary Hindi that fuse Hindi and English to capture trends, convey concepts and engage with intercultural experience, for example, *tension mat lo*, *accent maarna*
- identifying changes in Hindi that reflect the impact of globalisation and transcultural experience, such as the mixing of languages and the adoption of practices associated with different communities and cultures
- analysing the relationship between language and culture by examining a concept such as that of शुभमुहूर्त, for example, मोहन और गीता की सगाई के शुभ अवसर पर आपकी परिवार सहित उपस्थिति प्रार्थनीय है

Years 9 and 10 Achievement Standard

By the end of Year 10, students initiate, sustain and extend a range of spoken and written formal and informal interactions about young people's interests, behaviours and values, for example, आप कब वापस आये?, आप के जीवन में सुखी जीवन को व्यतीत करने के क्या उपाय हैं? तुम्हारे विचार में संयुक्त और एकल परिवार में से कौन सी पारिवारिक संरचना आज के युग में ज्यादा उपयुक्त है? आप के विचार में आज की युवा पीढ़ी पर किस का प्रभाव पड़ रहा है? तुम अपने दोस्तों के बारे में कुछ बताओ. They participate in activities that involve interactions, transactions, negotiations and managing different opinions and social/cultural behaviours, for example, यह ठीक है, हम सब मिल कर करेंगे, हमें इस में कुछ चित्र भी सम्मिलित करने चाहिये?, क्यों न हम सब ..., यही उचित रहेगा। आपको इसमें से एक चुनना है. When interacting, they use culturally appropriate expressions and protocols, for example, धन्यवाद, आप का बहुत बधाई हो। अपनी पुत्री के शुभ विवाह पर मैं आपको आमंत्रित करना चाहता हूँ। मैं नेहा बेटी को आशीर्वाद देने जरूर आऊंगा। यह मेरा सौभाग्य है कि आप ने मुझे इतने महत्वपूर्ण अवसर में सम्मिलित होने का अवसर दिया, किन्तु मैं किसी कारणवश नहीं आ पाऊंगा। They extend discussions and justify their views by asking open-ended questions and providing elaborated responses, for example, इस विषय पर आपके क्या विचार हैं, आप क्या सोचते हैं?, इसका क्या प्रभाव पड़ेगा मुझे विस्तार से बताओ। मेरे कहने का तात्पर्य है कि ..., तुम यह कहना चाहते हो कि..., मुझे लगता है कि When speaking, they apply pronunciation rules and rhythm, including social and regional variations, to complex sentences. They research, interpret and evaluate information and perspectives on social issues or issues of interest to young people, and identify how culture and context influence the way information is presented. They convey information and perspectives using different text types and modes of presentation. They respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects. Students create imaginative texts to express ideas, attitudes and emotions through characters, events and settings relating to bilingual and bicultural experiences. When creating texts, they use a variety of grammatical elements, such as joining rules, for example, आ+ओ=औ, क्+अ+ल= कल, कारक ; case, for example, ने, को, से, के लिए, मैं, पर; and a range of tenses and participles, for example, आ, ई, ऐ, जाना, वाला, रहा, सकना, पहुँचना, दिल्ली जाने वाले लोग, साइकिल पर लड़की चल रही है to produce complex sentences such as मैं पहले दिल्ली जाऊँगा फिर वहाँ से बम्बई जाऊँगा; कल मैं काम खत्म कर के आपने साथियों के साथ खेलने जाऊँगा. Students compare translations and interpretations of literary, community and social media texts, including those that use both Hindi and English. They create a range of bilingual texts that reflect the nature of their own and each other's intercultural experience. They describe their experience of being bilingual or multilingual and explain the relationship between language, culture and identity.

Students apply their understanding of complex pronunciation rules and writing conventions, such as variations between spoken and written Hindi and between Sanskrit and Perso-Arabic script. They explain how elements of grammar and word formation allow for the expression of ideas and meaning. They analyse and construct a range of texts for different purpose and audiences and identify cultural, textual and contextual features. They explain how and why variations in Hindi language use relate to roles, relationships and contexts of interaction. Students identify and categorise changes to Hindi and to other languages in different domains of use such as education and popular culture. They explain how being bilingual or multilingual affects the ways they and their peers think, behave and communicate.

The Australian Curriculum Languages - Hindi Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

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 Hindi-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 चला। 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, कइ/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.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

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]

(ACLHIC091)



- engaging in everyday social interactions such as greetings and farewells, apologies or thanks, using appropriate informal and formal language, such as नमस्ते, फिर मिलेंगे, माफ़ कीजिए
- exchanging greetings, wishes and congratulations on specific occasions, for example, दीपावली की हार्दिक शुभकामनाएं, दीपों की ज्योति की तरह आपका जीवन भी हमेशा उज्ज्वल रहें, परीक्षा पास करने के लिए बधाई हो
- sharing aspects of their personal worlds and experiences, for example, by describing significant events or milestones or by comparing their experiences of using different languages in different areas of their lives
- talking about themselves and their families, sharing ideas and opinions and expressing likes, dislikes and preferences, 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....
- asking and answering questions about their interests and leisure activities, for example, आप अपनी पढ़ाई और सामाजिक जीवन में संतुलन कैसे बनाते हैं?
- participating in informal conversations with each other, encouraging equal participation, for example, तुम ने कुछ नहीं कहा, क्या तुम इस से सहमत हो? and keeping conversation moving by asking for clarification or elaboration, आप ऐसा क्यों कह रहे हैं?
- maintaining social contact with peers and contacts in other contexts by exchanging emails, posts on shared websites or personal blogs that highlight school, home or leisure activities
- using descriptive and expressive language, including colloquial expressions, idioms or proverbs, to describe people, places or experiences and to express feelings, for example, अँगुली 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 थी। अपने घर में कुत्ता भी शेर होता है।

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]

(ACLHIC092)



- making decisions about collaborative projects such as displays or performances, discussing roles and responsibilities and sharing ideas, 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।
- designing a website that provides opportunities for intercultural exchange between themselves and young Hindi-speakers in different contexts, preparing possible stimulus questions such as क्या तुम्हें यह रूपरेखा ठीक लगती है ? हमें किस भाषा का प्रयोग करना चाहिए ? इस वेबसाइट को कौन देखेगा ?
- contributing to the planning of presentations or displays that reflect their individual and/or shared experiences of living and communicating across different languages and cultures, for example, composing captions for photos/images or selecting multimodal resources
- negotiating details of real or simulated online transactions that involve discussion of comparability, value, price and availability, using terms such as बजट की सीमा, विनिमय दर, पैसे वसूल करना
- negotiating differences in opinions or preferences when planning events or excursions, for example, the hosting of an exchange group of students or a visit to a culturally significant site
- planning a party menu or picnic, for example, by deciding on elements of a थाली comprised of a selection of their favourite dishes, such as दाल, रोटी, सब्जी, and discussing individual and shared preferences or dislikes, for example, माँसाहारी, शाकाहारी

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]

(ACLHIC093)



- participating in regular classroom interactions such as asking and answering questions, for example, आज २० जून है; आज सोमवार है; आज बहुत सर्दी है; requesting permission or clarification, नहीं, मुझे समझ नहीं आया, कृपया फिर से दोहराइए। यह बहुत कठिन है। इस में मुझे क्या करना है ? इस प्रश्न का उत्तर क्या है ? कृपया, यह फिर से समझाइए; and responding to praise or criticism, बहुत बढ़िया ! बुरा नहीं है। ठीक ठाक है।
- using language of comparison, opinion, reflection and response, for example, इस विकल्प को अधिक लोग चुनते हैं ... मुझे यह कार्य बहुत कठिन लगा।
- monitoring progress during learning experiences, responding to each other's contributions and expressing opinions and preferences, किसकी बारी है ? यह बहुत कठिन लग रहा है। मैं फिर से शुरू करूँगा ...
- using evaluative language to provide feedback and encouragement and to review learning experiences, for example, by reflecting on completed tasks, हमने अच्छा प्रबंध किया। हमें उम्मीद से ज़्यादा समय लगा, प्रभावशाली सुधार, प्रयत्न करते रहो
- identifying and discussing Hindi idioms and proverbs that may be applied to the experience of learning languages, for example, डूबते को तिनके का सहारा, नाच न जाने आगन टेढ़ा, अँधे की लाठी, चार-चाँद लगाना

Informing

Elaborations

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]

(ACLHIC094)



- collecting information from print and digital sources on social or environmentally related events, recording key facts and associated vocabulary for use in their own projects, for example, प्रदूषण एवं पर्यावरण; स्वच्छ भारत; गंगा नदी की सफाई; स्वच्छ ऑस्ट्रेलिया दिवस
 - collecting information via surveys or face-to-face conversations with friends and family members on questions related to social behaviours or trends, such as preferred modes of communication, for example, फ़ोन; ईमेल; आमने सामने बातचीत; टेक्स्टिंग, compiling a summary of findings in table or graph form
 - listening to recordings of phone conversations, announcements or radio interviews, transcribing key facts or details such as dates, times, events or locations in note form or through checklists or timelines
 - accessing information from videos, books and websites produced in different cultural contexts on topics such as family life, community living, housing or schooling, summarising and reporting back on key trends and cultural factors
 - collecting facts, figures and vocabulary from resources such as posters, websites and brochures, and using them to draft a position for an in-class discussion of a topic such as healthy lifestyles, benefits of travel or animal protection
 - presenting an oral summary of an action or event reported in the media, using appropriate register, language features and non-verbal language to capture key elements and engage audience interest
-

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]

(ACLHIC095)



- creating multimodal texts to share with Hindi speakers in different contexts that capture elements of their personal and social worlds, for example, हमारे स्कूल का एक दिन, मेरी मित्र-मण्डली
- using different modes of presentation such as photo montages, written journals or recorded interviews to provide information for extended family members overseas about their social and educational experience in Australia
- creating a video clip to support new students to the school, introducing aspects of school culture, key personnel and available study and extra-curricular options
- presenting information gathered from print media/online sources on selected topics, using formats such as tables, graphs or spreadsheets to present statistical information or captions or spoken commentaries to report on environmental issues such as disaster relief or land degradation
- creating a short video to post on their school website to report on a good news story, such as a successful fund-raising event or sporting or academic achievements
- creating an interactive presentation for younger children to highlight the advantages of being bilingual/multilingual in a globalised world and of maintaining and strengthening a home/first language

Creating

Elaborations

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]

(ACLHIC096)



- interacting with different types of verse, drama and song lyrics, discussing how imagery, rhythm and rhyme are used to create mood and effect, and experimenting with expressive language to create their own texts
- comparing their life experiences with those of characters in traditional folktales such as एकता में बल है, identifying elements of universal human experience such as loss, love or loyalty
- comparing story lines and characterisation in popular Hindi- and English-language TV series, identifying themes or issues that seem to be differently responded to in one cultural context than in the other
- identifying how cultural traditions and beliefs are communicated through visual and performing arts, and comparing different living traditions present in Australia, including artistic expression associated with Aboriginal and Torres Strait Islander people.
- comparing style, creative effects and cultural traditions reflected in popular forms of Hindi and Australian entertainment, for example, *The Voice India* or *India's Got Talent* and Australian versions of the shows, Bollywood movies and English-language musicals, TV programs such as अशोक सम्राट and Australian programs popular with a similar age-group
- discussing characters from favourite stories, comics or cartoons, such as चाचा चौधरी; बहादुर नागराज, identifying elements of their personalities that they most admire, enjoy or identify with
- considering how humour is expressed and shared in culturally specific ways and whether it 'travels' successfully across languages, for example, by comparing favourite jokes, cartoons or amusing stories in Hindi with humorous texts in English
- analysing the structure of traditional or contemporary Hindi poetry, for example, by identifying the use of rhythm, rhyme and repetition, or comparing examples of lyrical or poetic expression, बुन्देले हरबोलों के मुख हमने सुनी कहानी थी खूब लड़ी मर्दानी वो तो झांसी वाली रानी थी

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]

(ACLHIC097)



- experimenting with text structure and imaginative language to create entertaining texts for younger children, for example, by using dramatic and emotive words and vocal expression to build suspense in a story
- creating dramatic or humorous representations of people, situations or events encountered in their own lives
- composing and performing poems or songs that incorporate elements of traditional or contemporary literary and musical forms, for example, भक्ति or वीर गाथा verse, nonsense songs, raps
- creating, rehearsing and performing interpretations of poems for a public recitation or verse-speaking competition
- creating a multimodal text that captures impressions of their local community through images, sound effects and spoken commentary
- preparing and presenting a contribution to their school Speech Day, for example, an opening address that uses formal expressions such as माननीय प्रधानाचार्य जी...
- planning performances that incorporate elements such as mime, music and expressive commentary and invite reflection on ethical or humanitarian principles, for example, अहिंसा; अनेकता में एकता
- creating texts such as short stories or cartoons that involve imaginary characters and fantasy scenarios, for example, a new species, parallel universe or superhero
- improvising unscripted exchanges between imaginary characters who find themselves in challenging situations, for example, मित्रता; निष्ठा; साहस, using gestures, voice and props to build mood, explore relationships and express emotions
- creating a segment for a community radio station, such as an imaginary cricket commentary or news flash about an imagined catastrophe

Translating

Elaborations

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]

(ACLHIC098)



- translating short community texts such as public signs, menu items or public announcements from Hindi to English and vice versa, comparing choices they each made to arrive at the closest equivalent meaning
 - translating and explaining proverbs or colloquial expressions used in their families, for example, दूर के ढोल सुहावने; पेट में चूहे दौड़ रहे हैं, discussing how they would explain them to non-Hindi speaking friends
 - translating short media texts such as appeals or slogans from Hindi to English or vice versa, noticing how the two languages convey meaning in similar or different ways, for example, by using imperative verb moods or emotive language: 'Never refuse to re-use!'; 'Don't be trashy - recycle!'; सारी धरती की यह पुकार, पर्यावरण का करो सुधार
 - translating excerpts from traditional fables and legends, identifying words and expressions that reference cultural values, history and beliefs and are difficult to translate into English
 - evaluating the effectiveness of print and digital dictionaries and electronic translators, for example, by comparing each other's translations of a text, back-translating or swapping references, considering issues such as alternative or multiple meanings of words and the importance of context to meaning
 - considering the significance of naming practices in Hindi, for example, by translating popular names such as पवन, माला, दीपक, आशा, comparing with naming practices in Australian English
 - classifying commonly used informal expressions in Hindi, including colloquialisms and proverbs, into those that are easily understood when translated into English and those that require interpretation and explanation
-

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]

(ACLHIC099)



- designing a flyer for a class event or performance which uses Hindi and English, considering how to convey information and ideas in each language
- creating bilingual captions or hyperlinks for a photographic or digital display to show parents and other student groups key elements of their learning experiences
- contributing reviews, reports or recipes to a shared bilingual or multilingual website, using Hindi, English and other languages as appropriate to different domains of language use
- creating a bilingual blog, wiki or contribution to an online discussion forum that shares examples of challenges associated with translating and interpreting
- developing bilingual instructional texts or directions that cater for Hindi- and English-speaking friends, family members or participants, for example, computer game instructions or information for an extended-family event
- creating a short documentary about a local community event or locale that uses both Hindi and English, for example, with narration in one language and subtitles in the other
- designing bilingual signage for the school campus, including names of facilities, directions to locations or advice on expected behaviours, noting differences in phrasing or expression, as in 'Silence Please': 'कृपया शांति बनाए रखें'
- composing menus or programs for school or community events/celebrations that include footnotes in English to explain key terms or items

Reflecting

Elaborations

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]

(ACLHIC100)



- identifying differences between how they communicate in Hindi and in English, including the use of gestures and other forms of non-verbal communication such as hand or head movements, the use of space or silence
- comparing examples of interactions which feel more natural in Hindi than they do in English or vice versa, noticing the contexts of those interactions, the people they are communicating with and the kinds of topics being discussed
- identifying instances when using both Hindi and English in the same interaction makes for easier communication, for example, when using English technical terms such as लाइट जला दो
- identifying behaviours that may be similar or dissimilar when communicating in Hindi and in English, for example, when using direct or indirect questions, interruptions, silence, turn-taking
- monitoring their use of Hindi and English in different areas of their lives, for example, by keeping a record of what they use each language for over a particular day
- reflecting on the nature of *culture* and its relationship with language with reference to Hindi, English and other languages they know, for example, by identifying words, phrases or behaviours that carry cultural information or reflect cultural values

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]

(ACLHIC101)



- discussing what *identity* is and how their own sense of identity is influenced by their experience of living in a multicultural society and of identifying with particular language communities
- considering how their sense of identity changes over time, taking into account changes in language use at home, in school and in the wider community
- discussing whether their relationships with people of different generations, gender and language backgrounds influence their ways of communicating
- reflecting on how their own perspectives and ways of communicating may be perceived by others, for example, in relation to language choice or code-switching and to behaviours that may be perceived as 'cultural'
- exploring how using different languages to make meaning and drawing from varied cultural resources affects how they think, behave and communicate
- discussing whether being bilingual and bicultural affects their sense of identity in ways that involve culture as well as language

Understanding

Systems of language

Elaborations

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]

(ACLHIU102)



- building phonic awareness by recognising and experimenting with sounds and focusing on those that are new and initially difficult, for example, त, थ, ग, घ, ट, द, ध।
- learning how the Hindi sound system is conventionally represented in the Devanagari sound system by the use of 13 letters classified as vowels (अ-अः) and 33 consonants (क-ह and इ-ढ़)
- recognising that a line on the top joins letters to make words in addition to leaving spaces between words बस, घर। अब घर चल।
- recognising the *matra* form of vowels, such as ि, ी, and distinguishing long and short vowel sounds such as ि, ी
- identifying and practising pronunciation of vowel sounds in conjunction with consonants कइ/कि, कई/की
- understanding the formation of conjunct consonants such as क्ष, त्र, ज्ञ
- imitating discrimination of unaspirated and aspirated sounds such as क-ख, द-ध।
- understanding that Hindi vowels can be pronounced with a nasal quality added to them which is represented by either a (चँदुबिंदु) or (बिंदु) above the headstroke, for example, हाँ, मैं
- learning how the under-dotted characters क, ख, ग, ज, फ़ are used to represent loan sounds in Hindi from other languages such as English, Persian, Arabic, Turkish and Portuguese
- understanding conventions by which new loan words are written in Hindi, for example, the way in which English 't' and 'd' sounds are represented normally as ट and ड, the replacement of English 'th' sounds by थ and the ways in which English vowels such as short 'a' sounds are replaced by Hindi vowel sounds such as in डॉलर versus डालर

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]

(ACLHIU103)



- identifying people by using pronouns in singular and plural forms, for example, मैं, हम, यह, ये, तुम, तू, आप, मैं, मेरा, तुम्हारा।
- recognising and using pronouns for places and objects, for example, यहाँ, वहाँ, यह, वह
- referring to objects and describing quantities using cardinal numbers, for example, एक, दो, पाँच, सात and पाँच रोटियाँ, दस गिलास
- learning the structure of declarative and interrogative verb forms, for example, by composing simple statements and questions based on models such as तुम मेरे साथ चलो। तुम कैसे हो?
- understanding that verbs change according to the gender and number of the noun, as in लड़का गाता है। लड़की गाती है। लड़के गाते हैं।
- using simple verb tenses such as गया था, जाऊँगा, जा रहा हूँ, खाया था, खा रहा हूँ, खाऊँगा
- using adjectives to describe characteristics or qualities of a person or object, such as nationality, shape or colour, and noticing that they change with gender and number, for example, छोटा लड़का, छोटी लड़की, छोटे लड़के, छोटे लड़के को, छोटे लड़कों को
- using possessive adjectives to express ownership, for example, मेरी पुस्तक, तुम्हारा बस्ता
- positioning adverbs correctly in sentences, for example, धीरे-धीरे, जल्दी में, दौड़ते हुए
- using ordinal numbers such as पहला, दूसरा
- using negative forms of verbs and adjectives, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो।
- building lexical competence for example, by collating vocabulary sets in relation to meaning or function, such as words for different kinds of fruit such as आम, पपीता, अमरुद, नारंगी, संतरा, मौसंबी or verbs of action such as जाना, आना, पहुँचना, लौटना, घूमना, भटकना.

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]

(ACLHIU104)



- recognising characteristic features of different text genres, such as headings, footnotes and reference lists in textbooks, rhetorical questions and persuasive language in advertisements, abbreviations and emoticons in emails and text messages, an opening orientation statement at the beginning of a narrative, such as जब वे केवल चौदह वर्ष के थे, उनकी पिता की मृत्यु हो गयी ।
- comparing Hindi- and English-language versions of text types such as phone conversations, business letters or sports reports, considering whether differences in style or structure reflect differences in cultural values or practices
- recognising rules of structure and composition in Hindi poetry, for example, by identifying patterns of rhythm, rhyme, repetition and meter in poems by सुभद्रा कुमारी चौहान or जयशंकर प्रसाद
- developing metalanguage to talk about texts, for example, by identifying the purpose, features and typical structure of text genres, for example, निबन्ध में तीन भाग होते हैं- भूमिका, विषय-वस्तु और उपसंहार
- recognising differences between the layout and language features of different types of texts and formats, such as चित्र-कथाएँ और लोक-कथाएँ
- recognising the role played by different textual elements, for example, the layout, title, illustration and use of punctuation in a picture book or the use of repetition and rhyme in poems and chants
- comparing the use of imagery or satire in a range of imaginative texts, discussing how these elements convey meaning and engage/entertain the audience

Language variation and change

Elaborations

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]

(ACLHIU105)



- understanding that there is a standard form of Hindi, मानक हिंदी used in writing and spoken by many people, and also a range of spoken dialects that differ from region to region, for example, ब्रज भाषा, अवधी
 - creating a map that identifies regions of India, Fiji, Mauritius and other parts of the world which have communities of Hindi-speakers and of related languages/dialects represented in the classroom, such as तमिल, गुजराती, पंजाबी, मराठी
 - examining how language users vary modes of expression to reflect different feelings, relationships, intentions or attitudes, for example, by comparing the respectful tone of devotional texts such as भजन, दोहे, the exuberance, humour and colour of Bollywood scripts and the directive tone of rules and regulations in school rules or official documents
 - comparing the style, structure and register of informal and formal texts such as invitations or the expression of wishes, noticing elements such as vocabulary used, economy/elaboration of expression, and grammatical style (मोहन और गीता की सगाई के शुभ अवसर पर आपकी परिवार सहित उपस्थिति प्रार्थनीय है। क्या तुम... के दिन.. समय मुझे मिल सकते हो?)
 - comparing the informal use of greetings and wishes between friends and family members with those used in more formal situations, for example, अरे राहुल! प्यारे माता पिता, ढेर सारा प्यार
-

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]

(ACLHIU106)



- understanding that all languages are dynamic, continuously changing over time, that some grow, adding new words and borrowing from other languages, as in the case of both Hindi and Australian English, while others are no longer spoken (often referred to as 'sleeping' by owners) as in the case of many Indigenous languages of Australia and North America
- recognising connections between language families and individual languages, such as that between Hindi and Punjabi, including the practice of adopting and adapting words and expressions from each other, for example, the use of Hindi words that originated in languages such as Persian, Arabic and English
- identifying Hindi words derived from other languages, such as दफ़्तर, borrowed from Arabic, क्षेत्र (*field* in an abstract sense) directly from Sanskrit versus खेत (*field* as in for farming) from Hindi via Pali/Prakrit, मेज़ via Persian from Portuguese
- exploring the relationship between Hindi and English language systems and practice and identifying changes to Hindi that have come about as a result of processes such as globalisation, technological change and intercultural exchange
- identifying Hindi words and expressions used in English and other languages, such as *pyjamas*, *bungalow*, *sorbet*, *avatar*, *cashmere*, *juggernaut*, *yoga*, *sari* researching their origins and comparing original and current meanings
- finding examples of Hindi words that retain their identity as non-English words but are increasingly incorporated into English and understood by bilingual speakers, for example, the familiar, affectionate use of यार and देसी

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]

(ACLHIU107)



- recognising the linguistic diversity of the global community, understanding that many people around the world speak more than one language, comparing with the multilingual character of Australian society, for example, by talking about the different languages represented in the classroom and local community
- exploring the range of languages spoken in Australia, including Aboriginal and Torres Strait Islander languages, for example, by constructing a linguistic profile of their own class or school community
- recognising that there are many different Indian languages and dialects spoken in India and other regions of the world, such as Hindi, Tamil, Gujarati, Panjabi, Marathi, involving variations in accents, vocabulary and syntax, and that most Hindi speakers also speak other languages
- comparing their individual language profiles, explaining which languages or dialects they use in their family, social and community lives
- reflecting on the impact on their personal lives and sense of identity of being bilingual or multilingual
- explaining the influence of Indian language and culture on their ways of communicating in different situations, for example, by creating a glossary of Hindi words and expressions that they use when communicating in English

Role of language and culture

Elaborations

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]

(ACLHIU108)



- identifying elements of Hindi that reflect cultural traditions and values, such as the use of forms of address that reflect status, age and relationship, for example, using the suffix *ji* when referring to elders or people who merit respect, forms of address such as नमस्कार, नमस्ते; आप कैसे हैं, तुम कैसे हो; the addition of श्री, श्रीमती for married women and the formal honorific कुमारी attached to forms of address to unmarried women
- exploring how culturally defined concepts such as *family*, *responsibility* or *hospitality* influence forms of expression and patterns of interaction in Hindi, considering whether changes in cultural and social practices over time are translated into changes in language use
- recognising Hindi words and expressions that reflect traditions, values and cultural priorities, such as forms of address like स्वामी जी for a religious leader, गुरु जी for a male teacher, बाबा जी for an older male person and राम राम as a mode of greeting in villages
- reflecting on the dynamic nature of culture and on the relationship between language and culture, identifying visible and invisible elements of culture expressed in language that may be differently interpreted by speakers of other languages
- discussing the cultural significance of expressions in Hindi that characterise more indirect forms of language compared to English, for example, by saying कोई बात नहीं, चलो जाने दो.
- reflecting on how cultures influence ways of thinking about or acting in social, physical and temporal environments, for example, Aboriginal and Torres Strait Islander relationships with place, language and culture; the concept of non-linear time expressed in Hindi, as in कल – 'yesterday/tomorrow'; परसों – 'day before yesterday/day after tomorrow'; the concepts of अहिंसा and कर्म
- identifying expressions used in news reports or sports commentaries that reflect traditional beliefs and include cultural allusions, such as references to gods and legendary heroes, for example, अगर इंद्रदेव मेहरबान हुए तो भारत बिना मैच खेले पहुँचेगा फाइनल में
- finding examples of language and behaviours associated with Indian culture that are part of everyday life in Australia and around the world, for example, words and expressions associated with religion, yoga, dance, Bollywood, food, sport

Years 7 and 8 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.

Years 9 and 10

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, मैं, 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.

Years 9 and 10 Content Descriptions

Communicating

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]

(ACLHIC109)



Elaborations

- exchanging views and experiences in relation to issues of shared relevance in the global context, for example, पारिवारिक सम्बन्ध या सामाजिक मीडिया का उपयोग – डिजिटल दुनिया
- contributing to in-class discussions of social attitudes, for example, to gender roles, public or private education, arranged or love marriages, using active listening skills, asking for and providing elaboration and expressing agreement or disagreement
- developing narrative and descriptive skills by exchanging accounts of significant events or influences in their lives, for example, पिछले साल मैं अपने माता पिता के साथ राष्ट्रीय संग्रहालय देखने गया और वहाँ स्वदेशी कलाकृतिओं को देख कर बहुत प्रभावित हुआ। कल एक कवि सम्मेलन का सफल मंचन करने के लिए मेरी काफी सराहना की गई।
- participating in online or face-to-face debates, providing evidence to support a position, challenging opposing views and using expressive language to encourage feedback or indicate agreement, for example, बड़े दुख की बात है, मुझे आप से सहानुभूति है। आप बिल्कुल सही कह रहे हैं। मैं आप से बिल्कुल सहमत हूँ।
- exchanging views with young Hindi speakers in other contexts on local or global issues that they see impacting on their current or future lives, for example, शिक्षा, सम्बन्ध, प्राकृतिक स्थिरता, मानवाधिकार
- participating in informal conversations and more structured debates to share and compare attitudes to social and cultural issues, for example, युवाओं का स्वास्थ्य; पारिवारिक रिश्ते; संयुक्त परिवार या एकल परिवार; विवाह या प्रेम विवाह
- discussing their responsibilities at home, school and in part-time work, comparing with those of young people living in India and other Hindi-speaking contexts and noting the relative importance of concepts such as परिवार, समुदाय और सहयोग

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]

(ACLHIC110)



- participating in real or simulated transactions and negotiations, for example, bidding for an item online, ordering food for a class celebration or negotiating purchases of learning resources, for example, आपकी पसंद क्या है? हम कितना खर्च कर सकते हैं? हम में से कितने लोग इसे चुनेंगे?
- compiling a glossary of key terms required to engage in commercial exchanges between English- and Hindi-speaking communities, using language associated with business and communication, such as निवेश, व्यापार, मुद्रा-विनिमय, प्रौद्योगिकी
- designing resources such as website posts, press releases or flyers to promote action on social or environmental issues, for example, आवासहीनता, पशु क्रूरता, आपातकालीन सहायता
- participating in imagined scenarios that involve buying and selling, bidding, transacting and negotiating, such as online shopping or conducting a market stall, discussing issues of value, availability and popularity
- participating in virtual excursions to cultural sites or exhibitions, for example, प्रसिद्ध संग्रहालय, पूजा स्थल, sharing responsibility for different elements of a multimodal report on the experience
- negotiating roles and responsibilities for the planning, filming and editing of a short documentary on aspects of their shared school experience, for example, मेरा समुदाय, श्रमिक दिवस, स्वतंत्रता दिवस, बैसाखी, भारत का शास्त्रीय संगीत, बॉलीवुड फिल्मों का इतिहास, ऑस्ट्रेलिया के दर्शनीय स्थान
- organising a campaign or social media forum to raise awareness of a community, environmental or ethical issue, for example, पर्यावरण परिवर्तन, आप्रवासन, प्रौद्योगिकी और बेरोज़गारी, discussing strategies for responding to possible challenges

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]

(ACLHIC111)



- using elaborated sentences and interactional cues to support debate 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...
- observing conversational protocols such as signalling the end of a contribution, listening without interrupting, using pauses or silence to indicate consideration of what has been said and responding respectfully to different views, for example, मेरे विचार में.....; ऐसा लगता है कि...; गौर तलब है कि...; हमें ध्यान रखना चाहिए...; यह विवादास्पद है; लेकिन वास्तव में; मेरा विश्वास है...; मैं आश्चर्य हूँ.....
- using evaluative language to acknowledge strengths in others' arguments and to justify or challenge views in a courteous manner, for example, आप का कहना एकदम स्पष्ट और उचित है। वास्तविकता यह है कि इस बात पर मैं आप से बिल्कुल सहमत नहीं हूँ। आप ठीक कह रहे हैं ... लेकिन मेरा मत यह है कि...
- using reflective language to evaluate the usefulness of learning experiences and to compare their language and literacy development in Hindi and English, for example, ध्यान से विचार करने के बाद मेरी राय है कि.....; मुझे लगता है कि ... मुझे एहसास हुआ.....; मुझे यही समझ आया कि ... मेरा मानना है....।
- exchanging opinions on their experience of learning Hindi in school, describing personal learning strategies and identifying preferred learning modes, using statements such as लिखित अभ्यास से मेरी हिन्दी में सुधार हुआ है।

Informing

Elaborations

Organise information from different sources and in different modes of presentation for re-presentation in formats suitable for specific audiences and purposes

[Key concepts: information, perspective, representation, media; Key processes: researching, processing, evaluating, analysing]

(ACLHIC112)



- identifying different perspectives on selected issues presented in different media outlets, such as news sites or specialty magazines such as प्रदूषण, जनसंख्या, भेदभाव, and using the material as stimulus for in-class or online debates or opinion pieces
 - listening to interviews with celebrities from fields such as sport, the arts, entertainment or politics, identifying and classifying words, expressions or cultural references that convey information about culture or context
 - presenting information collected from print and digital sources on a topic such as regional food specialities, for example, by creating a glossary of terms by categories, for example, *herbs and spices* मसाले, हल्दी, धनिया, फल, सब्जियाँ, सूखे
 - evaluating information retrieved from online discussion forums and social media outlets on issues relevant to their peer group, for example, family relationships, youth identity or generational change, selecting and editing content to include in a summary statement or report
 - analysing coverage of issues relating to Hindi-speaking communities from a range of news media, classifying and recording in a shared data base the most commonly addressed issues or perspectives
 - researching aspects of a selected activity or business operating in their community, for example, restaurants, boutiques, youth centres, presenting their findings in the form of digital displays or posters for a community information evening
-

Convey information on selected people, issues, places or interests, using appropriate modes of presentation to represent different perspectives and contexts

[Key concepts: argument, opinion, preference; Key processes: selecting, presenting, reporting]

(ACLHIC113)



- presenting information in the form of promotional or persuasive texts for audiences such as peers, younger children, parents or authorities in order to argue a case or establish a position on an issue, for example, प्रदूषण के प्रभाव, पढ़ाई और मनोरंजन में तालमेल, पौष्टिक आहार और स्वास्थ्य
- creating a digital profile of a significant member of their community, for example, by featuring achievements and challenges of an older migrant to Australia, or by recording commentaries and impressions of a celebrity visitor to the country
- presenting an overview of traditional games and sports played in different Hindi-speaking regions, such as कबड्डी or खो-खो, for example, by watching video clips and writing up rules for the game
- reporting on survey data collected from each other in relation to preferred leisure activities or favourite foods, using PowerPoint presentations to represent key findings
- creating a multimodal resource to introduce prospective overseas visitors to different features of Australia, for example, its cultural diversity, city attractions and outback exploration
- creating a portfolio representation of a particular group or community, for example, a collection of mini-biographies of class members, family or friendship groups, including details such as personal achievements and music/food/sports preferences
- using data collected via online research or personal or published interviews to create a digital profile of a significant member of their local community or of the wider Hindi-speaking world, for example, a musician, chef, artist or sporting figure

Creating

Elaborations

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]

(ACLHIC114)



- comparing themes and values represented in contemporary texts such as cartoons or video games with those conveyed in traditional fables, epic poems and legends, for example, एकलव्य की गुरुदक्षिणा
- discussing the enduring influence of classical fables and legends in passing on cultural values through allegory and storying, for example, by identifying classical references to describe personal traits or qualities, as in सत्यवादी हरिश्चन्द्र, श्रवण कुमार
- identifying the use of English words and expressions by contemporary poets or songwriters writing in Hindi, considering possible reasons for this
- analysing how the use of rhythm, rhyme, imagery and metaphor by poets such as कबीर, रवीन्द्रनाथ टैगोर; हरिवंश राय बच्चन; नीरज, गुलज़ार, महादेवी वर्मा and writers such as भीष्म साहनी; जयशंकर प्रसाद; मुँशी प्रेमचंद, मन्नू भंडारी create emotional, dramatic or humorous effects that reflect cultural traditions and literary genres
- identifying characteristic elements of traditional forms of Hindi literature, such as verse celebrating bravery/warriors, for example, वीर गाथाएँ और गीत, जैसे पुष्प की अभिलाषा, devotional verse such as मीराबाई और सूरदास के भक्ति गीत, or children's poems that celebrate nature, such as आया बसन्त
- comparing the style, themes and language associated with different musical genres, for example, patriotic music such as राष्ट्रीय गान and सारे जहाँ से अच्छा, film songs or advertising jingles
- exploring the playfulness, creativity and competitiveness of riddles, comparing their function as traditional entertainment in village communities with that of language play among young children today

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]

(ACLHIC115)



- using different modes of presentation such as skits or cartoons to develop storylines and characters that explore bicultural experiences, for example, responding to stereotypes, negotiating intergenerational relationships, expressing identity in different languages
- adapting an existing resource such as a traditional story or fable such as दुष्यन्त और शकुन्तला की कहानी to suit a different kind of audience, for example, young people in today's society
- creating texts for specific age or interest groups, selecting appropriate vocabulary, structure and content for the intended audience, for example, युवाओं के लिए स्वास्थ्य जानकारी, जंगल बचाओ, प्रवासी भारतीयों के लिए जानकारी
- creating texts that incorporate humorous and expressive language to entertain younger audiences, for example, puppet plays, short video clips or voki animations, selecting language and images that enhance the visual or listening experience
- creating riddles to entertain each other, imitating the use of meter, rhythm, rhyme and metaphor exemplified in riddles from Hindi literature and folklore
- creating an English-language commentary to an observed Hindi-language sitcom, discussing how to transfer or explain the humour or dramatic effects of the original text into English
- using descriptive and evocative language to create an imagined scene or interaction between two characters designed to create a strong emotional response, such as fear, anticipation or amazement
- designing, illustrating and captioning texts such as cartoons or photo-stories, using expressive and imaginative language to capture character and emotion
- using digital resources to create imaginary characters and situations associated with school or home contexts to entertain younger learners
- providing a live commentary of a dance performance, interpreting movements, commenting on the significance of costume and adornments and interpreting key messages conveyed through the performance

Translating

Elaborations

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]

(ACLHIC116)



- translating and glossing words, symbols or expressions commonly used in emails and sms messages, for example, हे हे – LOL
- recording, transcribing and translating short conversations between family members or friends from English into Hindi or vice versa, recording words or phrases that either do not translate or require no translation
- translating proverbs such as दूर के ढोल सुहावने, examining literal translations for cultural information and identifying English-language proverbs that approximate the ideas behind the words (*The grass is always greener on the other side of the fence*)
- identifying the need to sometimes recast language, considering why one language may use more words than another to communicate a particular meaning
- discussing how translation sometimes involves literal decoding of word-for-word meaning, sometimes involves interpreting meaning and finding equivalent forms in the other language, and sometimes involves cultural meaning that cannot be translated
- interpreting the significance of terms or phrases that carry specific cultural connotations which might be unfamiliar when translated into English, for example, साला, बहु, दलाल

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]

(ACLHIC117)



- creating texts such as blogs or posts on online forums that draw on their personal bilingual resources to explore the dynamic nature of intercultural experience
- corresponding with young Hindi speakers in different contexts, using Hindi and English to describe and explain aspects of life in Australia
- creating bilingual digital stories for younger learners that capture elements of their own experiences of using two languages and living in a multilingual society
- creating glossaries in English to explain cultural references in contemporary Hindi texts that relate to trans-cultural experience
- creating a bilingual virtual tour of the school for new or intending students, noticing which language is more appropriate for different elements of the presentation
- creating bilingual texts such as leaflets or slogans to raise awareness of health or environmental issues among both language communities, for example, स्वच्छ भारत; छोटा परिवार - सुखी परिवार; बेटी बचाओ-बेटी पढ़ाओ

Reflecting

Elaborations

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]

(ACLHIC118)



- discussing differences they are conscious of when interacting in Hindi or English, for example, when expressing feelings such as anger or sadness or when talking about personal issues
 - reflecting on the importance of non-verbal elements of communication, such as hand gestures, head movements and facial expressions, and on how these are sometimes used to mean different things in different languages
 - identifying elements of successful interaction when communicating with speakers of different languages, for example, being responsive and flexible, picking up on cues that indicate misunderstanding, respecting different perspectives and traditions
 - identifying differences in the interpretation of conversational strategies such as the use of pauses or silence when speaking in Hindi as compared to English, for example, to signal disapproval, respect for an elder, waiting for consensus, reflection or waiting for the end of a turn
 - reporting on moments of intercultural miscommunication, discussing possible reasons why they happened, repair and recovery strategies and what they learnt from these experiences
 - reflecting on language choices they make when interacting with friends who also speak both Hindi and English, identifying instances when they move between languages for practical or cultural reasons
-

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]

(ACLHIC119)



- identifying variations in the ways they communicate with people from different language backgrounds, for example, in relation to the use of humour, respect or communication in public or formal situations
- reflecting on differences in communication styles between speakers of different languages that they know, such as ways of expressing identity or responding to others' comments, including observations of each other's ways of communicating in different contexts and languages
- considering the relationship between styles of communication and cultural factors such as generation or social environment, for example, by talking about the kinds of questions they ask or comments they make when interacting with people of their own age compared to how they talk with older people in their families or communities
- describing ways they adjust their interactions in different languages, situations and contexts, for example, by comparing typical exchanges with Hindi- or English-speaking friends in different situations
- exploring how ways of thinking, communicating and behaving both influence and reflect cultural identity, for example, by identifying ways of expressing ideas that they see as being more *Australian* or *Indian*
- reflecting on intercultural learning in school and intercultural experience in and out of school, discussing how each context presents different opportunities for developing intercultural capabilities

Understanding

Systems of language

Elaborations

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]

(ACLHIU120)



- recognising and practising the spelling of words that involve combinations of pronouns and postpositions that lose the inherent 'a' inside a word in the representation in Devanagari script, such as in उसका, and understanding how the loss of the inherent 'a' at the end of a verb stem is not represented in Devanagari, for example, सुनना/ सुनता
 - explaining and applying basic rules of Hindi pronunciation, spelling, punctuation and intonation
 - applying phonic and grammatical knowledge to the spelling and writing of unfamiliar words
 - recognising how words can be formed from base words and understanding how prefixes and suffixes change the meaning of words, for example, जीव, सजीव, जीवंत and the impact this has on pronunciation
 - recognising and understanding the impact on Hindi pronunciation and spelling in Devanagari of elements of direct forms of Sanskrit words (तत्सम words) and of derived forms (तद्भव words), understanding that both forms can be used in different contexts, for example, क्षेत्र for *field* in an abstract sense and खेत for a *field* for farming
 - increasing control of regular and irregular elements of spoken and written Hindi, such as the influence of accents and expressions on pronunciation and their impact on spelling, for example, the use of वो in spoken Hindi in place of वह in written Hindi
 - recognising the impermanent and fluid nature of spoken language and how it is influenced by local customs, cultures and regional languages, for example, the addition of honorifics such as ताई to women's names by Marathi speakers and देवी to married women's names by Biharis
 - recognising and responding to challenges associated with clarity and pace in audio texts, such as station or airport announcements or recorded phone messages
-

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]

(ACLHIU121)



- indicating situations and events by using past, present and future tense forms, for example, जाता था, जाता हूँ, जाऊँगा
- creating simple sentences using conjunctions such as राम ने खाना खाया और सो गया।
- creating compound and complex sentences such as मैं पहले दिल्ली जाऊँगा और अपना काम पूरा करने के बाद कोलकता पहुँचूँगा।
- expanding vocabulary related to personal, social, environmental and global worlds
- recognising and using idiomatic expressions such as आँख का तारा and दाल में कुछ काला
- using numbers in fraction, multiple and collective forms, for example, आधा, चौथाई, एक तिहाई, सैंकड़ों, हजारों, तीन गुणा
- continuing to build and expand metalanguage to describe grammatical concepts and to organise learning resources such as verb charts, vocabulary lists and groups of pronouns, adverbs and adjectives
- understanding and extending knowledge of basic joining (सन्धि) rules, such as इ+आ = ए
- extending knowledge of the use of the active and passive voice according to context, for example, राम उर्दू लिख रहा है। उर्दू लिखी जा रही है।
- understanding the function and use of case (कारक), for example, ने, को, से, के लिए, मैं, पर
- using participles (पदबंध): imperfect – डूबती हुई नाव, perfect – डूबी हुई नाव, adverbial present – रोते हुए, लिखते हुए, adverbial past – वह लड़की का हाथ पकड़े हुए था, वाला as participle – सब्जी वाला, डिब्बे वाला
- using 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।
- understanding that in different contexts words from different registers are used for related concepts, such as ईसाफ़ and न्याय

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]

(ACLHIU122)



- understanding the significance and cultural importance of features of different types of texts, such as forms of address or language associated with rituals or celebrations, such as आदरणीय, पूज्य, मान्यवर, महोदय (*formal*) प्रिय मित्र (*informal*)
- identifying key features and structures of familiar texts types to understand unfamiliar content, for example, recognising core words associated with time or place in airport announcements, 'reading' images as well as written language in advertisements
- recognising the format of different Hindi texts and stylistic conventions such as the need for elaborated forms of address in formal invitations or congratulations, understanding how these vary according to the context, occasion and intended audience
- composing and comparing examples of familiar texts such as emails, songs, slogans or public signs, noticing how choice of language and text structure positions the reader and indicates the text's purpose
- comparing language features of Hindi and English versions of genres such as news headlines or school reports, noticing differences that appear to be culturally significant
- composing a formal and an informal version of a selected text genre, such as a written invitation or a text message, for example, मोहन और गीता की सगाई के शुभ अवसर पर आपकी परिवार सहित उपस्थिति प्रार्थनीय है। क्या तुम... के दिन.. समय मुझे मिल सकते हो?

Language variation and change

Elaborations

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]

(ACLHIU123)



- explaining variations in language use between people of different ages, gender or relationships that reflect attitudes and values, for example, ways of expressing authority or humility or inclusivity or exclusivity
- identifying differences in terms of language features and register between spoken and written forms of texts such as apologies, invitations or narratives माफ़ कीजिए, क्षमा कीजिए
- noticing and explaining differences in text structure and grammar between formal and informal Hindi use, for example, between the structure of a business letter and an informal email, आपको सूचित किया जाता है..., मैं तुम्हें बताता हूँ...
- analysing non-verbal elements of communication between Hindi speakers, such as gestures, facial expressions and the use of space and silence, discussing to what extent they contribute to the exchange of meaning and whether they vary in formal and informal contexts
- finding examples and explaining variations in style, content and intention of different expressions of wishes for a particular event or occasion such as Diwali, for example, हर घर में हो उजाला, आए न कभी रात काली हर घर मनाए खुशियाँ, हर घर में हो दिवाली compared to an sms message such as शुभ दिवाली

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]

(ACLHIU124)



- reflecting on their own and each other's use of Hindi, identifying influences from other languages and cultures such as terms used in everyday language as a result of the influence of social media, popular culture and technology
- talking with older members of their families or communities about changes they have experienced in the use of Hindi across their lifetime, such as the increasing blending of English and Hindi in particular domains of language use such as entertainment, news and sports commentary and advertising
- recognising that Hindi, like all languages, carries histories of contact with other languages and cultures, for example, by identifying and classifying words that originate in languages such as Persian सरकार; Arabic तलाक़; Turkish कुली; and Japanese रिक्षा
- understanding that languages and cultures change continuously due to contact with each other and in response to new ideas, developments in technology, communication and design, considering why some types of words and expressions are most frequently borrowed, such as vocabulary associated with fashion, sport and technology
- identifying ways in which social media and technology have brought about changes in communication in their own lives, for example, by compiling a glossary of terms routinely used in emails or text messages, such as अब (ATM), फिर मिलेंगे CU, जाना होगा (G2G), हे हे (LOL), फिर बात करते हैं (TTL)

Identify key features of multilingual experience, referencing their own individual and community language practices
[Key concepts: multilingualism, context, culture; Key processes: explaining, reflecting, analysing]

(ACLHIU125)



- explaining the influence of Hindi language and associated cultures on their ways of communicating in different situations, for example, by creating a glossary of Hindi words and expressions that they use when communicating in English and English words and expressions that they use when communicating in Hindi
- considering the advantages of being bilingual or multicultural, the limitations of being monolingual, and the meaning of concepts such as *intercultural competence* and *translanguaging*
- discussing the effects of using either Hindi or English on how they express feelings, debate ideas or construct arguments
- reflecting on how they use different languages when communicating across different social contexts, and to what extent these choices signal or define social roles or relationships and provide additional resources for thinking and talking about ideas and experience
- recognising that language use among bilingual and multilingual speakers varies according to ethnicity, age, profession or social status, and to the context of language use
- reflecting on other people's reactions to their use of Hindi and/or English, considering how perceptions of other people's ways of communicating are shaped by cultural standpoints, experiences and perspectives
- creating and comparing individual language profiles, explaining which languages or dialects they use in their family, social and community lives
- reflecting on elements such as gestures, body language and the use of space or silence when they are using different languages to communicate

Role of language and culture

Elaborations

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]

(ACLHIU126)



- tracking changes in Hindi language forms and usage over different times and contexts such as मोटरगाड़ी, कार
- explaining the significance of single words in Hindi that represent complex and culturally significant concepts that do not translate directly into English, for example, दक्षिणा, शुभमुहूर्त, पूजा, साधू
- considering reasons for the trend among young Hindi speakers to create abbreviated adaptations of English words, for example, *funda* (*fundamental*), *despo* (*desperate*), *enthu* (*enthusiastic*), comparing with the use of abbreviations such as 'arvo', 'brekkie', 'footie', 'barbie' in Australian English
- identifying compound words used in colloquial Hindi that fuse Hindi and English to capture trends, convey concepts and engage with intercultural experience, for example, *tension mat lo*, *accent maarna*
- discussing the significance of naming in different languages and cultures, for example, by exploring the origins and meanings of Hindi names such as आदया, आशा, आर्य, बोधि, धर्म, गीता, सलमान and comparing with popular names in English and other languages
- identifying changes in some forms of Hindi that reflect the impact of globalisation and intercultural experience, for example, the increasing mixing of languages and adoption of practices associated with other communities and cultures
- exploring the idea that some elements of a language carry particular cultural significance, having come to assume symbolic as well literal value in ways that make translation difficult, for example, Hindi terms such as बिदाई, सन्यास, शुभमुहूर्त, मुहूर्त, and Australian expressions such as 'mateship' or 'fair dinkum'
- researching and classifying terms associated with particular cultural traditions and practices that have cultural significance or history and whose meanings are difficult to convey in other languages, for example, words associated with yogic practice such as संसार, मंत्र, कर्म, गुरु, ब्राह्मण, मोक्ष

Years 9 and 10 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 आश्चर्य 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.

The Australian Curriculum Languages - Indonesian

Overview

Context statement

The place of the Indonesian language and culture in Australia and in the world

The languages of the Indonesian archipelago have been used in Australia since contact several centuries ago between the peoples of the islands now known as Indonesia and the Aboriginal and Torres Strait Islander peoples of northern Australia. Trade between these peoples left lasting effects on languages, cultures and communities, such as in Makassar and Arnhem Land, which continue to this day.

Indonesian — or *Bahasa Indonesia* as it is known by Indonesian speakers — is spoken by approximately 230 million people throughout the Indonesian archipelago. Closely related dialects of the same language, usually called Malay, are used in Malaysia, Singapore, Brunei and southern Thailand. Modern Indonesian and Malay trace their origins to Old Malay, which was used in the Srivijayan empire during the seventh century and later in the powerful trading kingdom of Malacca. As a language of trade, Malay spread throughout the archipelago. The colonial rulers of the Dutch East Indies used Malay for treaties, administration and, from the late nineteenth century onwards, education of the local people.

In 1928, Indonesia's nascent nationalist movement declared that there would be a single national language as the language of Indonesian unity. Following independence in 1945, *Bahasa Indonesia* was adopted as the new nation's official language; it became the medium of instruction and an area of study in all schools. Successive generations of Indonesians have now been educated in Indonesian, and for the majority it is one of a number of languages that are used for communication.

Following the countries' experience of being allies during World War II, close ties were forged between Indonesia and Australia, and many Indonesians arrived in Australia to study as part of the Colombo Plan, which was designed to educate a professional class in order to advance a stable, democratic Indonesia. A number of Indonesians settled in Australia and formed small communities in various capital cities. These communities currently remain small but are steadily growing, with numbers of tertiary students and families from Indonesia living and studying in Australia.

The ties between Australia and Indonesia continue to develop, with an increasing number of Australians (almost one million in 2012) travelling to Indonesia, for leisure, business and education purposes; numbers of Indonesians visiting Australia are also increasing. Indonesia currently has Australia's largest overseas diplomatic presence, and Australia is the only country outside of Indonesia to host two specialist Indonesian language and cultural centres, known as *Balai Bahasa*; these provide Indonesian language study for the Australian community.

The place of the Indonesian language in Australian education

Indonesian has been taught in Australian schools and universities since the 1950s. Today Australia is the largest provider outside of Indonesia itself of Indonesian language education for school-aged children. In fact, Australia is recognised as a world leader in expertise on the Indonesian language and Indonesian language education.

Historically the demand for Indonesian language study in Australian schools has been driven by the Australian Government rather than as a direct response to the language maintenance needs of local speakers of the language. Since its introduction, a number of government policy initiatives have supported the teaching of Indonesian, largely for economic and national security reasons. The introduction of Indonesian language studies in 1955 was in response to the Australian Government's concerns about regional stability in Asia. During the 1990s, with growing national interest in trade with Asia, the Australian Government introduced the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy, which enabled a major expansion of Indonesian in schools, particularly in the primary sector. Indonesian rapidly became the third most studied foreign language in Australian schools. The NALSAS ended in 2002; however, its aims to encourage young Australians to study one of four targeted Asian languages were reignited through the National Asian Languages and Studies in Schools Program (2008–2012), which renewed an economic and strategic focus on Asia. In recent years, the commitment of the Australian Government to the teaching and learning of Indonesian in schools has continued, as reflected in documents such as the *Australia in the Asian Century White Paper* (2012) and election policy announcements.

The nature of Indonesian language learning

Indonesian is a standardised language that is the official language of government, education, business and the media. It has been and continues to be shaped (for example, in terms of lexicon, grammatical structures and idiomatic usage) by other languages, most significantly Javanese, Dutch, Arabic and English. Colloquial forms of Indonesian, such as *bahasa sehari-hari* and *bahasa gaul*, are used for informal daily interactions.

Indonesian is written using the Roman alphabet, and there is a clear correlation and a degree of consistency between its sound and its written form. This feature generally makes it easy for speakers of English as a first language to predict how to say, read or write Indonesian words. It has a number of sounds that require learning, such as the trilled *r*, the *ch* sound of the letter *c*, the combined vowel sounds *ai* and *au*, the distinction between *ng* and *ngg*, and the glottal stop *k* when it is a final syllable.

Indonesian grammar is characterised by a system of affixation where prefixes and suffixes attached to base words form new words belonging to different word classes or with changed grammatical function. The most common among these that are relevant to this curriculum are the noun and verb forms using the prefixes *ber-*, *me-*, *pe-* and *ke-*, and the suffixes *-kan*, *-i* and *-an*.

There is a significant distinction between oral and written, as well as formal and informal, Indonesian. Written language, for example, follows grammatical rules of affixation, whereas spoken language often drops affixes, and vowels are often reduced to single sounds; for example, the formal *hijau* often appears informally as *ijo*. Spoken language is also frequently meshed with local languages and slang forms.

A major feature of Indonesian is its extensive pronoun system, which can be quite simple in its initial stages (for example, *saya*, *Anda*, *kamu*) but becomes increasingly complex, with multiple forms according to situations and contexts of use. In addition, the use of object-focus construction is marked, and it is frequently used in both spoken and written contexts to create distance between the agent and the action.

Language features are strongly embedded in the cultural worldview that underpins and shapes the language. For example, Indonesia is a unified nation within which there are multiple languages; cultural, religious and ethnic groups; and geographical and political regions. The sense of diversity is reflected in the national motto, *Bhinneka Tunggal Ika* ('Unity in Diversity').

The diversity of learners of Indonesian

Most recent figures show that there are approximately 190 000 learners of Indonesian in Australian schools, with the majority in primary schools: F–6 (123 538), 7–10 (64 333) and 11–12 (3713). These figures reflect a relatively strong base for Indonesian in primary schools in particular. The majority of students who study Indonesian at primary school do not continue with the language at secondary school due to factors such as lack of availability of the language or opting to study a different language. Secondary school also represents a new entry point for learners who have not previously studied Indonesian.

The majority of learners of Indonesian in Australian schools are second language learners, with smaller numbers of background learners and first language learners. The Australian Curriculum: Languages for Indonesian is pitched for the majority of the cohort of learners of Indonesian for whom Indonesian is an additional language (referred to in the Australian Curriculum as second language learners). The curriculum has been developed according to two main learning sequences for these learners, Foundation to Year 10 Sequence and Years 7 to 10 (Year 7 Entry) Sequence.

For students learning Indonesian for the first time in a school language program, a key feature of learning the language is understanding the cultural dimension that shapes and is shaped by the language. The curriculum is designed with an intercultural language learning orientation to enable students to participate in intercultural experiences, develop new ways of perceiving and being in the world, and understand themselves in the process.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Indonesian are available as PDF documents.

Languages - Indonesian: Sequence of content

Languages - Indonesian: Sequence of Achievement - F-10 Sequence

Languages - Indonesian: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum Languages - Indonesian Years F–10 Sequence

Foundation to Year 2

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 Indonesian language and culture.

Indonesian language learning and use

In these years there is an emphasis on developing learners' oral language to enable them to participate in class activities such as shared reading, chants, rhymes, songs and games. They repeat sounds, particularly of vowels, the letter *c* (*ch*) and *r* (trilled), as modelled by the teacher and aural texts. Learners use formulaic language and single-idea phrases. They will recognise the same alphabet as they are learning for writing English and need to observe that some letters have different sounds (for example, *c* = *ch*). Learners write by tracing and copying, forming letters legibly. They learn to write words and sentences independently using modelled language, for example, matching pictures with single words, labels and captions.

Contexts of interaction

The primary context for interaction is the language classroom, with the teacher of Indonesian, and peers or buddy classmates. Learners' use of Indonesian primarily relates to classroom routines and activities, drawing on their curiosity about the world around them and their interest in play, movement and games.

Texts and resources

Written texts include children's stories and big books, and teacher-generated materials such as pictures with labels and descriptions. Learners listen to, read and view texts, including digital forms such as videos, songs and children's programs. They respond to teacher generated resources such as cloze, substitution or matching exercises, and produce texts such as captions and recounts using formulaic language, for example, *Pada hari..., saya...*

Features of Indonesian language use

Students are learning the sounds and written form of Indonesian. They are noticing similarities and differences between Indonesian and English, such as similar vocabulary and word order and differences in the position of adjectives and possessive pronouns. Learners ask questions in English about Indonesia and Indonesians. With teacher support, they discuss language and culture in terms of what is the same or different and compare with 'what is said and done' in their own language and culture.

Level of support

Support is provided through visual and tactile materials, such as pictures, realia, objects and charts, and the use of gesture and movement. The main source of support is the teacher's talk, such as questions and statements, explanations, prompts, recycling of language, stories and feedback. Learners rely on modelled language and scaffolded tasks to create their own texts, for example, choosing words to complete sentences or using pictures to sequence captions.

The role of English

Indonesian is used in class interactions and daily routines such as opening and closing of lessons. Indonesian is used by the teacher to model new language, process texts and guide interaction, for example, *Ini siapa?*, *Di mana Hasan?* English is used when describing aspects of language and culture such as word order and cultural practices.

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests

[Key concepts: self, family; Key processes: playing, imitating]

(ACLINC001)



Elaborations

- learning how to greet others at different times of the day using appropriate forms of address and body language, for example, *Selamat pagi Ibu/Bapak*
- using different senses to express feelings, opinions and reactions, for example, *saya senang/tidak senang, saya suka/tidak suka, saya melihat, saya mendengar*
- introducing and giving descriptions of self, family members, pets and favourite objects, for example, *Nama saya..., Anjing saya... Bapak saya tinggi*

Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning

[Key concept: play; Key processes: singing, chanting, drawing]

(ACLINC002)



- creating pictures or craft and giving descriptions in order to express ideas, for example, *ini...saya, anjing saya besar*
- participating in songs and chants by singing and performing actions, for example, *Topi Saya Bundar, Lingkaran Kecil* and *Di Sini Senang*
- following instructions by moving around or locating objects in the class, for example, *Ambillah satu blok, Carilah teman*
- expressing preferences, such as by choosing objects, for example, *saya mau..., saya suka...*

Participate with teacher and peers in class routines and activities, including following instructions and taking turns

[Key concepts: routine, sharing; Key processes: shared reading, following instructions]

(ACLINC003)



- responding to classroom instructions, for example, *duduklah, berdirilah, diamlah, lihatlah, maju, klik di sini*
- giving peers reminders, for example, *cuci tangan dulu, pakai topi, makan dulu, jangan lari di kelas, berbaris*
- participating in routine exchanges such as saying the date, responding to the class roll, expressing thanks, greeting and taking leave, for example, *Sampai jumpa Ibu/Bapak*
- playing with others, asking for help or permission (for example, *boleh saya...?, Giliran siapa?*), and using numbers to form groups, for example, *Buatlah kelompok empat orang*
- participating in games and activities requiring turn-taking, for example, *gado-gado, lompat tali, siapa dia, kelereng* and board games such as *congklak*

Informing

Elaborations

Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks

[Key concepts: literacy, numeracy; Key processes: selecting, sorting, matching]

(ACLINC004)



- demonstrating early literacy skills by labelling, matching, clicking and dragging, drawing, miming and using actions
- locating and using information to describe, name, draw and trace
- classifying and categorising information gained from others, such as about family members and favourite foods, toys and games, for example, *Suzi suka apel, tiga murid main computer, saya ada dua blok*
- using contextual and visual cues while reading with the teacher, for example, using illustrations and printed/audio narrations when reading big books or digital books
- expressing factual information about qualities such as colour, number, size and shape (for example, *tiga pensil, meja putih, buku besar*) through interactive play with objects, such as water play, colour mixing and play dough
- expressing sensory responses, for example, *melihat, merasa, mendengar, mencium meraba...*

Give factual information about self, family and significant objects using labels, captions and descriptions

[Key concepts: self, favourite; Key processes: describing, showing]

(ACLINC005)



- recounting with the class details about shared events such as sports day, excursions, a class visit or holidays, for example, *Pada hari Jumat, kami ke museum*
- participating in 'show and tell', presenting topics of daily life and personal interest, for example, *Saya ke pantai, Ini kelinci, dia putih*
- describing aspects of shared knowledge about Indonesia, such as by pointing to places on a map or at pictures of foods, flora and fauna, for example, *Ini pulau Bali, Itu rambutan, Orang utan di pohon*
- using key words and phrases to describe aspects of a video clip, photo story, or excerpt from a television program such as *Jalan Sesama* (the Indonesian version of *Sesame Street*), for example, *Huruf hari ini, huruf H*

Creating

Participate in shared reading and play-acting, and respond through singing, chanting, action and movement

[Key concepts: character, story; Key processes: playing, choral reading; Key text types: fairy tale, fable, comic, cartoon, song, rhyme]

(ACLINC006)



Elaborations

- participating in shared reading, sharing opinions and responding to questions about possibilities, for example, *saya suka...; dia nakal; dia berlari*
- describing what is entertaining or appealing in imaginative texts, such as the characters, story or illustrations in books, songs, cartoons or comics, for example, *Herman lucu; Saya suka si kancil*
- responding to imaginative texts such as stories, rhymes and songs through play-acting, illustrating or movement
- participating in shared performance such as of poetry and songs
- interacting with a character or puppet in an imaginary situation or setting, for example, *Siapa nama kamu? Kamu nakal!*

Use familiar words, phrases and patterns to create captions and participate in shared performances and games
[Key concept: performance; Key processes: performing, singing, dancing; Key text types: chant, song, poster, puppet show]

(ACLINC007)



- creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, for example, *Pada hari Senin, si ulat makan...*
- creating a new part of a text such as changing a character or adding an extra verse in a song, for example, by matching pictures and captions
- making a shared big book based on an event, experience or shared text, for example, *Ini hari kelas kita; Pergi ke kebun binatang*

Translating

Translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings
[Key concepts: similarity, difference; Key process: noticing]

(ACLINC008)



Elaborations

- participating in shared reading of texts such as big books, and asking and answering questions about unfamiliar words and the number of words in translated texts, for example, *Ada berapa kata? Apa kata ini? ...sama atau tidak?*
- using visual dictionaries, word lists and pictures to translate meanings and compare similar or different meanings
- noticing aspects of Indonesian and English that are the same, such as the alphabet and some sounds
- discussing culture-specific words and practices (for example, *mandi, guling*) and terms of address, for example, *Ibu/Bapak* for teachers and parents

Create captions, labels and statements for the immediate learning environment in both Indonesian and English
[Key concepts: etiquette, respect, equivalence; Key processes: labelling, displaying]

(ACLINC009)



- writing captions, with support, for a photographic display to show parents/others about a class event or experience such as sports day or keeping a class pet, for example, *Ini kelas kami di kolam renang; Ini marmot kelas kami, namanya Henry*
- as a class, writing instructions for Indonesian children on how to perform a game, noticing what can and cannot be translated easily, for example, duck duck goose
- making own bilingual/picture dictionaries, captions, signs, labels and descriptions to convey culture-specific ideas such as *sawah, sepak takraw, lapangan futbol*
- showing others how different gestures are used and discussing what they mean, for example, beckoning with all fingers and with palm down

Reflecting

Elaborations

Notice what may look or feel similar or different to own language and culture when interacting in Indonesian
[Key concepts: communication, respect; Key processes: noticing, comparing]

(ACLINC010)



- recognising ways in which Indonesian differs from English, for example, greetings depend on the strength/position of the sun; siblings are identified in relation to position in the family (for example, *Kak* (older sibling)); and ways of showing politeness may differ, for example, using first name for a teacher (*Ibu Lynda*)
- noticing similarities and differences in language that relates to culture, such as the names of foods and animals particular to the climate and geography; and in cultural practices, such as extended families living together and attitudes towards pets, for example, that Muslims generally don't keep dogs as pets
- noticing and recalling information by responding to teacher prompts in Indonesian or English (for example, *Kamu melihat apa?* or 'What do you notice about...?') when viewing television programs, video clips of children's stories, or pictures of families, homes and schools
- developing language to discuss aspects of language and culture, for example, terms such as 'country', 'groups of people', *sama/beda*, or asking in English: 'Why is...like that?'
- describing how it feels to use Indonesian, for example, when singing a song or hearing Indonesian spoken by others

Describe aspects of self such as family, school/class, gender and language/s, noticing how these are part of one's identity
[Key concept: self; Key processes: describing, noticing]

(ACLINC011)



- identifying self as part of a family, class or peer group (for example, *ini saya*, *saya dari Australia*, *saya laki-laki*) and representing these relationships through drawing pictures or by adding captions to photos
- describing friends and favourite places, such as who they play with at lunch, and favourite objects, for example, *saya suka kucing*; *ini boneka saya*
- acknowledging special characteristics and talents of self and others, for example, *saya pandai*; *dia bermain tenis*
- describing what languages they know and are learning, for example, *Bisa berbahasa Indonesia*

Understanding

Systems of language

Reproduce the sound and spelling of the vowels and the letters *c* (*ch*) and trilled *r*, and recognise that Indonesian is written using the Roman alphabet
[Key concept: pronunciation; Key processes: reading aloud, mimicking]

(ACLINU012)



Elaborations

- imitating Indonesian pronunciation, for example, vowels, trilled *r*, *c* (*ch*) and the unaspirated sounds *p*, *t* and *k*
- noticing that statements, commands and questions have different intonations
- experimenting with sounds and emphasis such as onomatopoeic words related to animal or human sounds, for example, *meong* or *ngeong* (meowing), *cit-cit* (tweeting), *gong-gong* (barking) and *haciihh* (sneezing)

Recognise questions, commands and simple subject-focus sentences, and develop vocabulary for people, places and things in their personal world

[Key concepts: possession, word order; Key processes: naming, noticing patterns]

(ACLINU013)



- identifying people using pronouns (*ibu, ayah, bapak, adik, kakak*), referring to pets (*anjing, kucing*), and using concrete nouns for objects (*buku, tas, pintu*)
- describing possession using word order in familiar phrases, for example, *nama saya..., ibu saya...*
- greetings and farewelling others, for example, *Selamat pagi/siang/sore/ malam, sampai jumpa*
- specifying location using prepositions, for example, *di atas, di bawah, di dalam, di belakang*
- describing actions using simple verbs, for example, *makan, duduk, minum, suka, tidur*
- interacting using auxiliary verbs, for example, *ada, mau, tahu, boleh, bisa*
- understanding different question words and the anticipated answer, for example, *siapa?* (people), *apa?* (objects, actions), *di mana?* (location), *berapa?* (quantity)
- using imperatives to tell others to do something, for example, *Duduklah, Lipat tangan, Tepuk tangan*
- referring to numbers of things using cardinal numbers (*nol-sepuluh puluh, belas*)
- describing the colour, size, shape and character of a person, place or thing using noun–adjective phrases, for example, *buku merah, anjing besar, kucing kecil, bapak tinggi, saya pendek, adik lucu*
- joining words or phrases using conjunctions, for example, *dan, tetapi*
- referring to things using demonstratives *ini* and *itu*, for example, *Ini buku merah*
- negating verbs and adjectives using *tidak*
- expressing modality, for example, *mau, ingin, boleh, bisa*

Understand that language is organised as ‘text’, and recognise features of texts such as songs, chants, labels and captions

[Key concept: text; Key processes: recognising, identifying]

(ACLINU014)



- recognising that sentences have parts, such as subject, verb and object
- observing features of familiar texts such as greetings in a conversation, the chorus in a song, or rhyme in a song/poem
- understanding that texts have a purpose, for example, recounts are ways of describing past events (*Pada suatu hari...*) and greeting cards can convey feelings (*Saya cinta padamu*)

Language variation and change

Elaborations

Recognise that ways of greeting and addressing others may change according to cultural norms

[Key concepts: appropriateness, respect; Key processes: noticing, selecting]

(ACLINU015)



- knowing that different terms of address are used for teachers and friends, for example, *Ibu/Bapak/kamu*
- understanding that language varies in formality depending on the people involved, for example, *Hai* versus *Selamat pagi*
- recognising that greetings vary according to the time of day, for example, *Selamat pagi/siang/sore/malam*

Develop awareness that Indonesian and English borrow from each other.

[Key concept: borrowing; Key process: observing]

(ACLINU016)



- knowing that Indonesian and English use the same alphabet
- recognising that Indonesian has some loan words from English, such as *komputer* and *televisi*, and that English has some from Indonesian, such as 'orangutan', 'satay' and 'sarong', with some changes in spelling
- keeping a class record of words in Indonesian that are borrowed from other languages, including loan words from Aboriginal languages, Torres Strait Islander languages



Role of language and culture

Notice that the languages people use and the way they use them relate to who they are and where and how they live.

[Key concepts: norm, culture; Key process: making connections]

(ACLINU017)



Elaborations

- recognising that Indonesian is the language spoken in Indonesia, a country that is one of Australia's neighbours in a region known as 'Asia'



- noticing similarities and differences between Indonesian and Australian lifestyles and language use, for example, *tidur siang*, *bantal guling*, bringing hands to forehead when greeting the teacher
- exploring different cultural practices and related language use through games, for example, *suten/suwitan*, *Semut*, *gajah*, *orang*, and *Hom Pim Pah*
- recognising words that reflect aspects of culture, for example, the names and sounds of distinctive flora and fauna such as *orangutan*, *komodo* and *cicak*, and artefacts such as the flag (*sang merah-putih*) and national emblem (*garuda*)
- noticing that particular Australian-English terms and expressions have no equivalent in Indonesian, for example, 'koala', 'meat pie', 'farm'

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and peers through play- and action-related language. They use greetings such as *Selamat pagi/siang* and respond to instructions such as *Berdirilah, Masuklah* through actions. Students pronounce the vowel sounds, and c (ch). They respond to questions (for example *Apa? Siapa? Berapa?*) with responses that include *ya/tidak*, verbs such as *ada/mau/suka/bisa/boleh*, and/or names and numbers (up to ten). They identify specific words or items in oral and written texts such as names of objects and people, and respond by using actions or drawing or labelling a picture. They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples. They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. They use vocabulary related to their class and home environments. Students use simple verbs such as *lari, main, makan* and use the pronouns *saya, kamu* and *Pak/Bu* to address others. Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated, for example, *takraw*. They comment on aspects of using Indonesian and express feelings about learning Indonesian.

Students know that Indonesian is written using the same alphabet as English but that some sounds are different. They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia. They identify Indonesian words that are similar to English, for example, *buku, komputer* and *es krim*. Students identify some distinctive Indonesian words such as *komodo, durian* and *kancil*. They know that language and culture are related.

Years 3 and 4

The nature of the learners

At this level, children are developing awareness of their social world and memberships of various groups, including of the Indonesian class. They have developed initial literacy in English, and this assists to some degree in learning Indonesian, such as writing in the Roman alphabet. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Indonesian language learning and use

Learners participate orally in classroom routines and tasks, and share ideas about how Indonesian works. They respond to teacher-generated questions about texts, participate in games and give brief presentations about topics such as family, pets, or a favourite game or object. Learners follow instructions, read stories and captions, and use computer games for word building and language exercises. They participate in shared reading and create texts such as descriptions, captions and simple reports using modelled language.

Contexts of interaction

The context in which learners use Indonesian is primarily the language classroom and the school environment, with some sharing of their language learning at home. They may also have some access to Indonesian speakers and resources through audiovisual and digital technologies.

Texts and resources

Learners typically interact with teacher-generated materials, games and songs, and materials produced for learning Indonesian, such as computer games, cards and readers. They may be exposed to texts developed for children in Indonesia, such as television programs, advertisements or web pages, as a way of developing their cultural awareness.

Features of Indonesian language use

Learners are increasingly aware that Indonesian is used by millions of speakers who do not have English as their first language. They notice and question aspects of Indonesian language and culture such as sounds, gestures and word order. They are developing a wide range of vocabulary and simple conjunctions to generate their own ideas in structured tasks. They explore cultural traditions and practices and the language associated with these.

Level of support

The primary support for learners is the teacher of Indonesian, who provides instruction, explanation, examples, repetition, reinforcement and feedback. Learners create their own texts based on modelled language and teacher guidance. Supports also include word lists, pictures, body language, realia and multimedia equipment.

The role of English

Learners use Indonesian for classroom routines and structured learning tasks, and listening to and viewing Indonesian texts. They are supported by the teacher to notice and discuss aspects of Indonesian language and culture, and compare Indonesian to other known languages and cultures. English is used for class discussions when noticing, comparing and reflecting on both English and Indonesian languages and cultures.

Years 3 and 4 Content Descriptions

Communicating

Socialising

Share with peers and teacher information about aspects of personal world such as daily routines, home, and favourite objects and pastimes

[Key concepts: routine, occasion; Key processes: describing, sharing]

(ACLINC018)



Elaborations

- sharing information about self related to daily routine, family and friends, pastimes and aspects of school and home, for example, *Saya tinggal di Darwin dengan keluarga saya. Rumah saya besar, Saya bermain bola basket, Saya suka es krim*
- describing items and experiences of personal significance such as birthdays, for example, *hari ulang tahun*
- interacting with others, such as through greeting cards and shared digital spaces, using language related to special occasions and well-wishing, for example, *Selamat Hari Ulang Tahun, Selamat Hari Raya*
- recounting events and sharing feelings with others, using modelled language, for example, *Waktu saya sakit; Saya senang bermain komputer*

Contribute to class activities such as solving a problem, creating a display or conducting a role-play/scenario
[Key concept: collaboration; Key processes: problem solving, participating]

(ACLINC019)



- participating in class routines such as taking the roll, saying the day and date, and describing the weather and the day's schedule
- working with others to take action, such as creating a model with captions, producing a poster or invitation for a special event, or designing an Indonesian garden, for example, following instructions, *Tolong ambil itu, Mari ikut saya ke..., Minta air, Ayo tanam jagung/sayur*
- preparing, rehearsing and conducting public presentations and performances, such as an Indonesian item for assembly, or a presentation about significant event
- interacting with the teacher and peers by asking and responding to questions and generating 'small talk', for example, *Apa kabar? Siapa menonton film itu?*
- participating in group activities such as role-plays, asking and responding to questions and invitations (for example, *Mau ke mana?; Mau ikut?*), and negotiating with others to make decisions such as choosing ways to get around in Indonesia, for example, *Mau naik apa? Saya mau naik becak. Berapa ongkosnya?*

Respond to questions, instructions and requests, and participate in routine exchanges
[Key concepts: respect, *sopan santun*; Key processes: interacting, responding]

(ACLINC020)



- initiating and responding to instructions and classroom routines and games, for example, *Angkat tangan; Giliran saya*
- making and responding to requests (for example, *Boleh pinjam...?, Permisi...*), and asking for rephrasing, repetition and clarification, for example, *Maaf Bu, apa artinya...? Mohon ulangi*
- contributing to preparing and displaying a set of class rules, for example, *Jangan berlari di ruang kelas*
- using Indonesian for daily activities, such as creating and following Indonesian signs and instructions in the classroom and around the school

Informing

Obtain and share information from peers and texts related to family, home, routines and interests
[Key concepts: routine, pastimes; Key processes: selecting, tabulating, categorising]

(ACLINC021)



Elaborations

- gathering information about activities of others, such as surveying peers about time spent on activities, for example, *Berapa jam menonton televisi/membaca buku/bermain komputer/bermain olahraga/makan/belajar/tidur?*
- compiling information and reporting it to others, for example, making a shared class graph showing popular leisure activities during the year
- comparing information about activities and practices across cultures, for example, reading, viewing or listening to texts related to aspects of school life such as timetables, canteen menus, extracurricular activities and sports
- working in groups to obtain and use factual information from texts related to other learning areas, for example, completing a simple science experiment, naming countries and significant land features, or recording distances using geography skills

Present information about school and neighbourhood using tables, lists and descriptions
[Key concept: data; Key processes: informing, organising]

(ACLINC022)



- gathering information from home, school and local environment to present to others, for example, a display or presentation on *rumah saya, di sekolah kami...*
- reporting information obtained from public texts such as brochures, signs and lists
- presenting information about aspects of culture such as lifestyle, diet or use of transport (for example, *Naik apa ke sekolah? Saya naik...*), using statistics and visual supports

Creating

Elaborations

Listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events
[Key concepts: character, plot; Key processes: performing, recounting; Key text types: fable, legend, song, children's television]

(ACLINC023)



- reading, listening to and viewing texts, through shared and guided reading, and responding to questions about characters, ideas and events, including by illustrating and captioning aspects of texts
- expressing personal opinions about and reactions to creative texts using artefacts, for example, using a puppet or mask to give an opinion about a character in a story or song
- using movement or actions to reinforce meaning in texts such as a television program, song or game
- sequencing texts, such as by creating a storyboard using pictures and captions

Create texts such as dialogues and stories, using formulaic expressions and modelled language
[Key concepts: humour, imagination; Key processes: presenting, creating; Key text types: play, poem]

(ACLINC024)



- creating texts with others for public display, such as participating in a mock talent show, performing a *wayang* scene or a rap, using both rehearsed and spontaneous language
- creating texts to share with younger learners, such as big books, role-plays or comics, including digital texts such as vokis, DVDs and slideshows, for example, *Harimau menangis*; *Kodok cari teman*
- producing individual imaginative texts such as comics, diary entries and stories using modelled language, to express own ideas and imagination

Translating

Elaborations

Translate using textual cues such as pictures, layout and key words to predict meaning, and comment on the non-equivalence of words due to cultural differences
[Key concepts: gist, meaning; Key processes: translating, predicting]

(ACLINC025)



- translating Indonesian texts such as public signs to understand gist and noticing how meaning changes when translating into English such as sense of politeness
- identifying and explaining expressions which do not easily translate into English, for example, *Selamat siang*, *Sudah mandi?*
- comparing translations of Indonesian creative works (such as an advertisement, anthem or extract of a *wayang* script), noticing how words such as *Tanah Air*, *sedikit-sedikit* have more than a literal meaning

Produce texts such as descriptions and signs in both Indonesian and English for the school community
[Key concepts: similarity, difference; Key processes: describing, captioning]

(ACLINC026)



- preparing descriptions in both Indonesian and English about familiar topics, using modelled language and choosing from word lists, and discussing differences in language with the teacher
- creating bilingual texts for the classroom and the school community (for example, posters, songs and online newsletter items), discussing with others how to represent meaning in different languages for different audiences

Reflecting

Elaborations

Communicate in Indonesian using routine phrases and expressions, recognising that such language reflects cultural practices and norms

[Key concepts: politeness, etiquette; Key processes: experimenting, connecting]

(ACLINC027)



- recognising differences between Indonesian and English ways of showing politeness, for example, making requests and expressing gratitude (*Tolong...*, *Terima kasih*, *Boleh saya...?*), and recognising what may be viewed as impolite, such as pointing with the forefinger, folding arms, touching someone's head, or blowing nose with handkerchief and keeping it in your pocket
- trying out respectful gestures such as bending when passing between people, nodding while greeting others, and using a soft handshake when meeting others
- participating in interactions associated with particular Indonesian practices, for example, etiquette associated with eating such as waiting to be invited to eat (*Silahkan makan*) and not eating with left hand
- noticing how own language influences expectations about Indonesian language, for example, perceiving word order as 'back to front' compared to English, wanting to use one word for 'you', feeling the need to say 'thank you' often
- discussing how Australian terms and expressions might be understood from an Indonesian perspective, for example, 'bushwalking', 'kick a footy' or 'lamington'

Interact with others and noticing how identity matters, such as in use of terms of address, who and what is included, and what language is used

[Key concept: membership; Key processes: interacting, noticing]

(ACLINC028)



- sharing personal details with others and making choices about what aspects of identity to include, for example, *Saya berasal dari...*, *Saya berumur...*, *tahun*, *Saya anggota klub...*, *Saya anak ke...di keluarga saya*
- designing visual representations of relationships to others and memberships of groups, for example, using a concept map, poster or slide presentation with captions to show friendships, family, teams and interest groups
- comparing own 'family culture' with that of peers and considering how family can impact on identity, offering reasons for similarities and differences, for example, *Bapak saya suka sepeda motor. Saya juga!*
- interacting in Indonesian with others beyond the classroom, for example, using it as a secret code with friends, showing off their language skills to teachers, and teaching parents and siblings words, phrases and songs
- creating a self profile such as an avatar or montage with self-introduction, and making choices about the design, content and language used

Understanding

Systems of language

Elaborations

Recognise and reproduce pronunciation conventions, including loan words from English and intonation for questions, statements and commands.

[Key concept: intonation; Key processes: imitating, discriminating sounds]

(ACLINU029)



- making connections between Indonesian and English sounds, for example, *c* is the *ch* sound in 'cheese'; *g* is the hard *g* in 'gun' but never soft as in 'germ'; *k* is a soft sound if it appears at the end of a word as in *tidak*, *kakak*
 - knowing that using the imperative form *-lah* with appropriate intonation softens its force and shows consideration, for example, *Berbarislah*, *Angkatlah tangan*
 - recognising different intonation for statements and questions, for example, *Kamu suka apel* (with falling intonation) and *Kamu suka apel?* (with rising intonation)
 - identifying onomatopoeic words such as those related to transport, for example, *tut-tut* (car horn), *brum-brum* (bus), *jes-jes* (puffing train), *kring-kring* (bike bell)
-

Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world
[Key concepts: action, sequence; Key processes: describing, relating, predicting]

(ACLINU030)







- describing people and animals using pronouns, gender and adjectives of character, for example, *dia, mereka, teman, kakak laki-laki, adik perempuan, kakek, nenek; kaki, tangan, mata; kucing, marmot, burung; gemuk, kurus, tinggi, senang, sedih, marah*; and describing weather using adjectives such as *panas, dingin, hujan, mendung, cerah*
- describing places (for example, *kolam renang, taman, toko, pantai, sekolah, rumah, desa, gereja, pura, mesjid*) and movement using prepositions (for example, *dari, ke, dengan, pada*) and adjectives, for example, *kiri, kanan*
- describing objects using concrete nouns related to home, school and local environment, for example, forms of transport (*sepeda, mobil, bis, kereta api, becak, delman, dokar, bendi*) and items such as foods (*semangka, kelapa*)
- describing quantity using cardinal numbers (*puluh, ratus*) and ordinal numbers using *ke-* prefix, and making plurals by duplicating, for example, *buku-buku*
- describing actions using simple base verbs (for example, *tinggal, bangun, mandi, naik*) and *ber-* verbs, for example, *bermain, berjalan, bersepeda, berenang*
- recognising imperatives, for example, *Angkat tangan, Buka bukumu, Ayo cepat!*
- seeking information using questions, for example, *kapan, dari mana, ke mana?*
- linking ideas using conjunctions, for example, *karena, tetapi*
- locating events in time (for example, *hari ini, kemarin, besok, sudah, belum*) and using days of the week and months, for example, *Pada hari...*
- understanding the rules for subject-verb-object sentence construction (for example, *Saya tinggi, Saya bermain..., Saya makan...*) and possessive word order, for example, *Adik laki-laki saya..., Tas teman Herman...*
- giving praise, gratitude and encouragement, for example, *coba, Bagus sekali!, terima kasih banyak*
- recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences

Recognise that texts such as stories, games and conversations have particular features
[Key concept: genre; Key processes: observing patterns, distinguishing]

(ACLINU031)



- recognising language features typically associated with texts, for example, the use of imperatives in games and time markers in stories
- comparing features of different text types, for example, differences in purpose or in the amount and kinds of language between a conversation and a story
- noticing differences between written and spoken texts (for example, comparing a written story with a spoken version), or comparing how texts within the same mode can differ, for example, a birthday card and an email message

Language variation and change	Elaborations
<p>Understand that language varies according to age, gender and social position, such as place in the family [Key concept: status; Key processes: observing, comparing]</p> <p>(ACLINU032)</p> 	<ul style="list-style-type: none"> noticing differences between formal and informal language such as greetings (<i>Hai</i> for friends and <i>Selamat pagi...</i> for adults), or that <i>Ibu/Bapak</i> replaces 'you' when speaking to adults and that <i>kamu</i> is not appropriate comparing advertisements, such as for games or toys, for different age groups and genders recognising appropriateness of gestures to accompany language when addressing teachers, friends or visitors to school analysing how the language of texts such as invitations and greeting cards can vary depending on the occasion and the degree of closeness of the relationship between people
<p>Recognise that Indonesian is the official language of Indonesia and is one of many languages in the Asia-Pacific region [Key concept: official language; Key process: understanding]</p> <p>(ACLINU033)</p> 	<ul style="list-style-type: none"> understanding that Indonesian is a standardised language and is used in official contexts such as for government, the media and education and that it also borrows from other languages, often with modified spelling (for example, <i>televisi</i>, <i>komputer</i>, <i>kursi</i>, <i>topi</i>, <i>telepon</i>, <i>kecap</i>) identifying examples of how Indonesian has influenced Australian English (for example, 'sarong', 'gong', 'satay', 'batik', 'orangutan') <p></p> <ul style="list-style-type: none"> showing awareness of Indonesian as a 'real' language in use in the world, one of multiple languages in the Asia-Pacific region and in the Australian community <p></p>
Role of language and culture	Elaborations

Make connections between cultural practices and language use, such as specific vocabulary and expressions
[Key concept: diversity; Key processes: comparing, connecting]

(ACLINU034)



- noticing how gestures differ between cultures, for example, Indonesian people beckon with palm down and moving all fingers
- understanding that meanings of facial expressions can vary across cultures and that the same expression can convey various emotions, for example, in Indonesia smiling may also reflect confusion, shyness, nervousness, embarrassment or offence
- showing awareness that language carries cultural ideas, for example, *upacara* compared to 'assembly'; *padil/beras/nasi* compared to 'cooked/uncooked rice'; and *kaki lima*, *becak*, and *warung* and *congklak*, which have no equivalent in English
- recognising character traits and values in Indonesian stories, for example, animal heroes in fables are native animals in Indonesia, *Si Kancil* and *Harimau*, and comparing these to familiar Australian stories
- analysing which aspects of own language use might seem 'strange' from an Indonesian perspective and why, for example, practices such as barbecuing and Australian Rules football, and names for native animals, currency and foods

Years 3 and 4 Achievement Standard

By the end of Year 4, students interact in classroom routines and structured interactions with teachers and peers. They reproduce the sounds of *au* (for example, *mau*) and *g* (for example, *gemuk*) and the final sound *k* (for example, *tidak*). Students follow instructions (such as *Duduklah* or *Bukalah bukumu*), make requests and respond with actions. They respond to questions such as *Di mana? Kapan? Apakah?*, by using simple phrases. They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. Students present factual information in texts through, for example, describing, listing and using tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. Students use vocabulary related to school (such as *buku, pensil, kursi*), home (such as *rumah, kamar, mobil*) and some interests (such as *suka main komputer, berenang, naik sepeda*) to create simple informative and descriptive texts. They describe amounts using cardinal numbers with *belas* and *puluh*, and create plurals by doubling nouns. Students state preferences using *Saya [tidak] suka...*, and use adjectives, including adjectives of size and colour (for example, *besar, merah, tinggi, lucu*), following the noun. They create subject-focus sentences, and use simple possessive word order such as *teman saya* or *rumahnya*, the prepositions *di* and *ke*, and the conjunction *dan*. Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence, such as ‘footy’ or *becak*. They observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.

Students differentiate statements from questions according to intonation. They state that possessive word order in Indonesian differs from English. Students know that language use varies according to who is using it and with whom such as *kamu* for friends and *Bu/Pak* for teachers, and that some terms have specific cultural meanings, such as pronouns derived from family terms (for example, *Bapak/Pak, Ibu/Bu*). They make comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions.

Indonesian

Years 5 and 6

The nature of the learners

Students are expanding their social networks, experiences and communication repertoire in both their first language and Indonesian. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining awareness of the world around them and the proximity of Indonesia to Australia. Learners are noticing similarities and differences between Indonesian language and culture and their own.

Indonesian language learning and use

Learners use formulaic phrases in Indonesian to participate in classroom routines, presentations and structured conversations with the teacher and peers. They focus on aspects of their personal world and are introduced to content related to Indonesia and other learning areas. Learners develop oral language through scaffolded tasks and texts such as songs, descriptions and stories. They extend their oral fluency by focusing on sentence-level intonation and stress.

In pairs and as a class, learners read texts such as signs, posters, scripts, lyrics and instructions (for example, for recipes or games). They are learning to apply their knowledge of key words and textual features to predict the meaning of unfamiliar language. Learners use modelled language to create texts such as a class story, script or contribution to a wiki space. They require opportunities to extend their language use by expressing ideas through expanding and connecting sentences.

Contexts of interaction

Learners use Indonesian to interact with the teacher and classmates, and may use technology to communicate with peers in Indonesia. Tasks are typically structured, collaborative and at times competitive, such as a group performance, class display or games. Learners may notice use of Indonesian in the community, such as in the media.

Texts and resources

Learners engage with a range of published texts such as readers, songs and computer games, as well as those prepared by the teacher of Indonesian, including language exercises, games and presentations. In addition, learners gain exposure to Indonesian language and culture through texts created for the Indonesian community, such as websites, music clips and television programs.

Features of Indonesian language use

Learners are expanding their knowledge of vocabulary and sentence construction. They develop a range of *ber-* verbs, simple conjunctions and prepositions, noticing that sentences follow a similar word order to English, apart from possessive pronouns and adjectives. They need to develop a metalanguage for describing aspects of Indonesian language and how it works. They are increasingly aware of the connection between language and cultural practices (for example, *tawar-menawar*, *selamatan*) and compare such connections to their own language and culture.

Level of support

Supports provided by the teacher at this level include explicit instruction, description, and comparison of Indonesian and English, modelled language use and examples of texts, and feedback on student work. Learners need practice and guidance in using dictionaries and access to word charts, vocabulary lists and examples when translating and creating texts.

The role of English

Indonesian is used for classroom routines and language learning tasks and may be used as the language of instruction for learning the content of other learning areas. The language of response varies according to task demands, with Indonesian used primarily for communicating in structured and supported tasks, and English (and other known languages) used for open-ended, comparative tasks that develop learners' understanding of language and culture.

Years 5 and 6 Content Descriptions

Communicating

Socialising

Interact with peers to describe aspects of daily life, school, friends and pastimes

[Key concepts: friendship, leisure; Key processes: corresponding, interacting]

(ACLINC035)



Elaborations

- giving opinions about aspects of personal world such as likes and dislikes, interests and leisure activities, for example, *saya lebih suka bermain futbol daripada sepak bola*
- describing significant people such as family members, friends and teachers, their relationship, physical appearance and characteristics/qualities, for example, *Teman saya baik hati dan lucu*
- recounting experiences with family and friends, for example, *Saya suka berbelanja dengan teman saya pada hari Sabtu*
- sustaining interactions with others by using strategies such as asking questions, for example, *Oh begitu, ya, maaf? Dan kamu?*

Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class

[Key processes: planning, organising, negotiating]

(ACLINC036)



- engaging in shared tasks which involve planning, collaborating and evaluating, for example, performing an Indonesian item at assembly, or creating a *warung* for a school open day
- organising and taking on roles with others, for example, preparing for an Indonesian Day, writing a newsletter item, reading with a buddy student
- making invitations and arrangements for a shared event or experience, for example, a class party, an Indonesian visitor or a film afternoon
- participating in role-plays of purchasing goods and services, such as bargaining scenarios, buying souvenirs, or ordering food at a *kaki lima/warung*
- exchanging currency, noticing the respective values of each, and using Indonesian rupiah to carry out real or simulated transactions
- participating in sourcing goods and services, noting where these can be found and the different purchasing processes and language involved, for example, fixed prices (*Harga pas*) and negotiable prices (*Boleh tawar?*)

Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences

[Key concepts: collaboration, responsibility; Key processes: requesting, interacting]

(ACLINC037)



- asking and responding to questions, and asking for repetition or clarification, for example, *Sekali lagi, Bu, Maaf, Bu, saya tidak mengerti, Di mana kata itu?*
- responding to instructions and commands, for example, *Masuklah, Bukalah laptop kamu, Jangan lari, Tulislah di bukumu, Bacalah lebih keras, Berdirilah di depan kelas, Dengarkanlah, Ulangilah*
- asking permission, for example, *Boleh saya ke WC?, Boleh pinjam kamus/penggaris/pena merah?*
- giving advice and reminders to peers, for example, *Pakailah sepatumu, Kamu harus menulis di bukumu, Jangan bercakap-cakap*

Informing

Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures

[Key concepts: lifestyle, event; Key processes: classifying, comparing]

(ACLINC038)



Elaborations

- identifying information in texts such as advertisements, conversations, brochures and announcements, and sharing this information with others in another format, for example, presenting a chart of favourite television programs or computer games
- reading texts and extracting key points about an issue or topic (such as housing, living in the city or a rural area, types of activities for young people and their daily routines), and discussing information with peers, *Anak itu tinggal di kampung...*
- reading, viewing and listening to texts to research information about concepts related to other learning areas such as the Arts, Humanities and Science
- identifying and comparing perspectives about information in spoken and written texts, for example, *Apakah informasi ini benar?, Informasi ini dari mana?, Siapa yang menulis teks ini?, Berapa orang setuju?*

Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports

[Key concept: literacy; Key processes: describing, reporting]

(ACLINC039)



- presenting factual information related to cultural activities and events of significance, for example, daily routines, celebrations, sporting events and concerts
- conveying information about activities and environment using a range of text types and modes, for example, a report about an excursion for a school newsletter, a class website, a short documentary about the neighbourhood/region
- using graphic organisers to convey information in particular ways, for example, to show priorities (list/table), to compare statistics or ideas (Venn diagram), or to highlight frequency (graphs)
- reporting information (for example, about city and village life) based on own or group research, and supporting the information with photos, illustrations, captions or diagrams

Creating

Elaborations

Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions

[Key concepts: fact, fiction; Key process: describing; Key text types: story, script, cartoon]

(ACLINC040)



- recalling and/or illustrating main characters and events in texts, for example, responding to questions (*Siapa?*, *Di mana?*, *Berapa lama?* *Apa?*) about a story or song
- conveying understanding of plot and sequence in texts, such as by re-creating the sequence using a storyboard, labelling key events or creating a timeline
- discussing reactions to texts such as stories, television programs and songs that reflect contemporary Indonesian values such as respecting parents, appreciating diversity or being a good friend
- discussing key messages in creative texts, such as the moral of a fable/story, an idea or value in a song, or a quality of a character (*cerdik*, *sombong*, *baik hati*)
- responding to a creative text by manipulating the original text to create a new version, for example, resequencing events, adding a new element, changing the location or creating an alternative ending
- writing a review, using modelled language, of a song, story, comic or television program

Compose and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme

[Key concepts: imagination, drama; Key processes: performing, composing; Key text types: dialogue, narrative]

(ACLINC041)



- composing texts for own and others' enjoyment and interest, for example, a description of an imaginary character, animal or event
- creating texts to share with others, for example, a commercial for a new product, a short film or rap, or a poster for an imagined event
- creating a poem, rap or song, experimenting with rhyme and rhythm, for example, writing a shape or acrostic poem, or a song about sport (*Tim saya hebat!*)
- performing or presenting own texts, for example, a photo story, advertisement or rap

Translating

Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning

[Key concept: meaning; Key processes: translating, selecting]

(ACLINC042)



Elaborations

- comparing translations of written texts from English into Indonesian and from Indonesian into English, such as advertisements, websites, food packaging and menus, and considering how meanings may be interpreted from a different cultural perspective
- suggesting ways to modify some terms and expressions that do not translate directly and considering how this may affect text length, style and word choices
- interpreting meanings in Indonesian texts by 'reading' the context, for example, the phrase *Ayo cepat!* may be encouraging or scolding depending on who uses it and why

Create for the school community simple bilingual texts such as reports, instructions and games

[Key concept: equivalence; Key processes: comparing, modifying]

(ACLINC043)



- producing recounts of events and experiences, such as articles for a newsletter or captions for a photo story, and comparing choices available in both languages
- performing a role-play or skit for an audience such as parents or younger students, providing an explanatory English commentary, for example, explaining the use of specific terms or gestures
- creating bilingual texts for the school community, such as a virtual tour for a school website or signs illustrating acceptable/unacceptable actions and gestures, for example, kissing, hugging or staring
- interpreting aspects of oral texts in Indonesian for others, for example, providing a commentary on an Indonesian item at an assembly, or explaining a dialogue or game at a languages evening
- preparing bilingual versions of a text, noticing what differs and explaining why particular language may have been added or omitted, and how the meaning may have changed

Reflecting

Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments

[Key concepts: reaction, strangeness; Key processes: accommodating/rejecting, suggesting]

(ACLINC044)



Elaborations

- comparing the impact of gestures across cultures (for example, beckoning by pointing with index finger or with palm down, touching top of head, or laughing loudly) and noticing own comfort with these
- describing ways of showing politeness, for example, giving an answer that may be incorrect as a way of saving face, or using body language such as smiling often
- recognising and exploring aspects of own language use that reflect own cultural perspective and experiences, for example, references to climate and environment, animals, activities and routines such as chores; celebrations and events such as school camp, Easter and Anzac Day; and expressions such as 'g'day', 'howzat' and 'morning tea'
- noticing the impact of own assumptions about Indonesian people and culture when engaging with texts (such as being surprised if dogs are kept as pets, or assuming that all Indonesians live a subsistence lifestyle), and considering what assumptions Indonesians might hold about Australian people and culture

Share experiences of learning and using Indonesian, and comment on aspects that have been accepted or rejected and how this has impacted on own identity

[Key concepts: belonging, identity; Key processes: recording, evaluating]

(ACLINC045)



- monitoring own development as a learner of Indonesian, for example, recording learning and reflections in blogs, learning log or journal
- comparing with peers experiences of learning Indonesian, and considering any impact on own identity, for example, noting own reactions when others such as teachers or extended family ask about learning Indonesian
- creating texts that express their own identity, including their identity as a learner of Indonesian (for example, personal emblem/motto, poster, profile, photo journal, or caricature/self-portrait), and reflecting on how these may be understood from an Indonesian perspective
- considering how own upbringing and experiences impact on their assumptions in intercultural interactions (for example, notions of leisure and free time, pocket money, backyard with swimming pool), and whether these assumptions have changed in the process of learning Indonesian

Understanding

Systems of language

Notice pronunciation of phonemes such as *ng/ngg/ny*, and notice the difference in pronunciation of loan words from English

[Key concepts: loan, emphasis; Key processes: experimenting, predicting]

(ACLINU046)



Elaborations

- comparing different pronunciation of phonemes in the middle of words (*ng, ngg, dengan, tangan, tinggal, tanggal*), and intonation of polysyllabic words, for example, *mendengarkan, berbelanja, berselancar*
- noticing the phonemes *ny* and *ng* at the beginning of words, for example, *nyamuk, Nyoman, ngantuk*
- recognising the Indonesian pronunciation of loan words from English (for example, *komputer, roket system*), and applying conventions to unfamiliar loan words
- understanding how to use emphasis to enhance meaning, for example, extending the stress on word endings (*besarr, takuuuut*)

Understand how to express actions and events in time and place using prepositions, and continue to expand knowledge of *ber-* verbs and vocabulary

[Key concepts: time, place; Key processes: applying, understanding]

(ACLINU047)



- referring to people and things using pronouns (for example, *kami, kita, kamu semua paman, bibi, sepupu, ibu tiri*) and concrete nouns, such as those related to food and drink (for example, *sambal, rendang, es kelapa muda*), and indicating possession using *-nya, mereka, kami/kita*
- describing locations, for example, *kota, restoran, bioskop, warung, pasar*
- referring to relationships between people and things using prepositions, for example, *untuk, kepada*
- describing actions using *ber-* verbs (for example, *berselancar, berbicara*) and *me-* verbs, for example, *menonton, melihat, menjual, mendengarkan, membeli, memakai*
- knowing how to direct others using imperatives (for example, *jangan, dilarang*) and invite others using polite forms, for example, *-lah, Silahkan*
- seeking information and explanation using question words, for example, *Berapa lama? Untuk apa?, Dengan siapa?, Dengan apa?*
- describing character and qualities using adjectives, for example, *menarik, bosan, enak, bodoh, pandai, rajin, nakal, mahal, murah, sakit, capai, segar*
- indicating location in time using *pada* and place using *di* and *atas, dalam, belakang*
- describing frequency using adverbs, for example, *selalu, sering, kadang-kadang*
- creating cohesion using conjunctions, for example, *lalu, sebelum, sesudah*
- expressing reactions with exclamations, for example, *kasihan!, hebat!, asyik!*
- comparing and evaluating using comparatives and superlatives, for example, *lebih...daripada, paling...*
- extending subject-focus construction by adding preposition or adverb to subject-verb-object word order, for example, *Saya menonton film di bioskop, Pada hari Minggu saya berselancar dengan bapak di pantai*

Develop understanding of how grammatical structures and rules influence textual organisation

[Key concept: coherence; Key processes: connecting, applying]

(ACLINU048)



- noticing that different text types have a different register, for example, *Bapak-Bapak dan Ibu-Ibu* (speech), *kamu semua* (dialogue with peers), *Anda* (advertisement), *Yth* (email or letter to someone in authority)
- analysing how different text types use linguistic features to create effects, such as superlatives in advertisements designed to persuade (*terbaru, paling sehat*), the imperative in signs designed to advise or prohibit (*Dilarang*), salutations in emails designed to maintain relationships (*yang baik, salam dari*), and declaratives in announcements designed to inform (*Minggu depan pada waktu...*)

Language variation and change

Elaborations

Develop awareness that language use reflects different contexts, purposes and audiences

[Key concepts: social distance/intimacy, context; Key processes: analysing, predicting]

(ACLINU049)



- recognising that there are linguistic choices available to vary the level of politeness in interactions, such as when giving instructions, for example, *duduk, duduklah, silakan duduk*
- observing how language use reflects respect and social distance, such as making requests with different levels of formality (*Minta, Mohon, Boleh, Bolehkah?*), showing respect for authority figures (*Pak Guru, Mas, Mbak*), and expressing familiarity with friends such as by using nicknames (*nama panggilan*)
- reflecting on how language varies depending on the situation, for example, ordering a meal in a fast food restaurant, *Satu paket...* compared to a dine-in restaurant, *Minta segelas air, Bu*

Recognise that Indonesian contains influences from other languages, such as regional and foreign languages

[Key concepts: change, borrowing; Key processes: identifying, discussing]

(ACLINU050)



- noticing how Indonesian is influenced by other languages and cultures, such as the influence of foreign languages in words for food, music and sport, for example, *wortel, bakso, kriket, tenis, musik pop, musik klasik*
- keeping a class record of borrowings from regional languages, such as *hangat (Minangkabau), batik (Javanese), juara (Sundanese)*
- noticing the use of loan words from English in texts such as advertisements and television programs to suggest values such as 'modern', 'sophisticated' and 'educated', for example, *paket family, berinternet, koneksi bisnis*

Role of language and culture

Elaborations

Recognise that language and culture are integral to the nature of identity and communication

[Key concept: assumptions; Key processes: exploring, examining connections]

(ACLINU051)



- recognising that texts such as stories have a social and cultural purpose, and comparing values depicted in texts, for example, the moral of a story such as 'Cinderella' compared to that of *Bawang Putih dan Bawang Merah*
- noticing how Indonesians describe self, such as often including regional language, ethnic group and religious affiliation
- understanding that Indonesian as a national language enables communication across diverse groups of people and languages, and is part of national identity
- recognising generalisations and stereotypes about cultural groups (for example, 'all Indonesians are Muslim'), and noticing that the reality is more complex and varied
- considering connections between language and culture in own experiences and perspective, such as how own language use reflects cultural practices, for example, participating in outdoor activities such as sports

Years 5 and 6 Achievement Standard

By the end of Year 6, students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities. They locate specific details and use familiar words and phrases to predict meanings in texts. They respond to and create texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. Students produce *ng/ny/ngg* sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. They ask and respond to questions using *Apa?*, *Siapa?* *Berapa?* and *Di mana?*, and interact spontaneously with peers in discussions on familiar topics. Students use subject-focus construction with a range of *ber-* verbs (such as *bermain*, *berjalan*, *bercakap-cakap*, *berenang*) and formulaic *me-* verbs (such as *membaca*, *mendengarkan*, *menonton*). They express numbers using *ratus* and *ribu*, and describe character and appearance using noun + adjective word order, (for example, *Rumah Budi besar*; *Dia tinggi dan lucu*). Students use possessive word order (for example, *Nama teman saya...*) and describe events in time using *pada* with whole numbers and days of the week. They use prepositions (such as *di atas/dalam/delakang*), and conjunctions (such as *karena* and *tetapi*). They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. Students identify aspects of language use that relate to people's (including their own) cultural perspectives and experiences.

Students know that Indonesian is a language system that has rules, and that word order in (subject-focus) sentences is similar to English. They identify features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. Students know that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. They identify loan words from English and their Indonesian spelling (*televisi*) and pronunciation (*kriket*). They describe similarities and differences between aspects of language and culture, such as celebrations (for example *Idul Fitri* and *Hari Ulang Tahun*), leisure (for example, *takraw*, *bulu tangkis*) and the environment (for example, *desa*, *hutan*). Students know that in both Indonesian and English some terms and expressions reflect culture-specific items and practices (for example, *Selamat siang*, *mandi*, *guling*) that cannot be directly translated.

Years 7 and 8

The nature of the learners

These years represent a transition to secondary school, and students in this pathway are continuing to study Indonesian, bringing with them a capability to communicate, with some assistance, about their immediate world and Indonesia. They have experience in analysing the major features of the language system and in considering intercultural exchanges, including their role in these.

Indonesian language learning and use

Learners interact using Indonesian in classroom routines and communicative tasks. They give presentations and participate in dialogues, with some preparation and support, such as cue cards. They respond to short texts in Indonesian, locating specific details and gist. Learners are extending the range and quality of their writing through increased vocabulary and grammar knowledge, and by drafting and editing their own work and that of their peers. They recognise text-type features and use models to create a range of texts, including descriptions, recounts and reflections.

Contexts of interaction

The primary context for learning remains the Indonesian language class; however, there may be opportunities for interacting with peers in Indonesia and with other learners of Indonesian, such as through technology and sister school relationships. Learners may be exposed to Indonesian speakers, media and community events.

Texts and resources

Learners engage with a range of increasingly complex texts specifically designed for learning Indonesian in schools, such as textbooks, videos, stories and online resources. Use of authentic texts created for the Indonesian-speaking community, such as songs, films (with subtitles), websites, advertisements, and excerpts from stories, provides opportunities to extend learners' understanding of language and culture.

Features of Indonesian language use

Learners are extending their grammatical knowledge, such as how language structures and features are used in texts. They are increasingly aware of connections between language and culture, noticing, for example, degrees of formality in language use according to social relationships. Learners are exploring cultural concepts evident in Indonesian, such as *gotong-royong*, *jam karet* and *selamatan*, and comparing them to concepts in their own language and culture. They are learning to reflect on their own language and culture and how identity impacts on intercultural experiences.

Level of support



Learners require modelled language use, particularly at the paragraph and whole-text levels, and explicit instruction in grammatical knowledge, with comparison between English and Indonesian. They need support in using dictionaries, particularly in determining base words and choosing appropriate meanings for the context. Learners continue to access word lists, charts and examples to support their receptive and productive language use.

The role of English

Indonesian is used for classroom interaction, language learning tasks and experiences, and, with support, reflection on learning. Indonesian may be used for learning new content drawn from other learning areas. English is used for analysis, comparison and reflection in relation to abstract concepts.

Years 7 and 8 Content Descriptions

Communicating

Socialising	Elaborations
<p>Engage with others to exchange ideas, experiences and interests</p> <p>[Key concepts: milestone, experience; Key processes: exchanging, connecting]</p> <p>(ACLINC052)</p> 	<ul style="list-style-type: none">• exchanging opinions about family, friends, teachers, subjects, entertainment, sport and leisure, for example, <i>Saya rasa guru ideal pandai, rajin dan humoris, Saya pikir menonton kriket di televisi membosankan, Sudah pernah ke pulau Lombok</i>• comparing aspects of personal world such as school or home life, for example, <i>Tugas saya memelihara anjing, Setiap hari kami berdoa</i>• recounting significant events, special occasions and milestones, for example, <i>tahun lalu saya berlibur ke Bali dengan keluarga</i>• interacting in class activities and (electronic) games, for example, playing <i>sepak bola/takraw</i> using <i>menang, ke sini, curang</i>• socialising with friends and family at events, including chatting about school or holidays, for example, <i>Bersekolah di mana? Suka bermain olah raga?</i>
<p>Take action to make plans, solve problems and address needs such as through corresponding and transacting in real or simulated situations</p> <p>[Key processes: planning, inviting, transacting]</p> <p>(ACLINC053)</p> 	<ul style="list-style-type: none">• organising class events, such as holding a lunch, party or performance (for example, <i>Mau makan apa?, Kita pergi ke mana?, Hari apa yang paling baik?</i>), and negotiating and making decisions, for example, <i>Bagaimana kalau kita...?, mungkin kalau kita bisa...</i>• corresponding with peers, including via technology, asking and responding to questions to seek information or clarification, for example, <i>Jam berapa mengerjakan PR?, Bagaimana rumah kamu? Suka band yang mana?</i>• expressing preferences for plans (for example, <i>ide bagus, saya setuju</i>), comparing and contrasting alternatives (for example, <i>Kalau kita ke restoran Jawa lebih murah, Saya pikir lebih baik kalau kita pergi pada hari Rabu karena..., Sebaiknya kita...</i>) and agreeing or disagreeing, for example, <i>saya kurang suka...</i>• responding to invitations to events by accepting (for example, <i>Ya, mau ikut</i>), declining (for example, <i>sayang/maaf...</i>), and giving excuses, for example, <i>Saya harus ke rumah nenek</i>• participating in collaborative projects, such as arranging an excursion or creating a short documentary, for example, <i>Daerah setempat kami</i>• participating in transactions and negotiations, such as to purchase food, clothing, souvenirs or transport (for example, <i>Berapa harganya? Boleh tawar?</i>), maintaining the interaction (for example, <i>aduh, terlalu mahal, di toko lain lebih murah</i>) and discussing issues such as relative cost and wages

Interact with others by making requests, seeking clarification, checking understanding and expressing opinions
[Key concept: interaction; Key processes: requesting, clarifying]

(ACLINC054)



- asking for clarification, such as how to spell a word (for example, *Bagaimana ejaannya, Pak?*) or asking for meaning, for example, *Apa arti kata itu?*
- apologising and making requests, for example, *Maaf saya terlambat Bu, Boleh saya ke kantor?, Tolong jangan dihapus Pak, saya belum selesai*
- giving help and responding to instructions, for example, *Giliran kamu, Klik di bawah, Bu*
- asking and responding to closed and open-ended questions, for example, *Tanggal berapa tes Bahasa Indonesia?, Bagaimana sekolah di Indonesia?*

Informing

Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions
[Key concept: data; Key processes: summarising, evaluating]

(ACLINC055)



Elaborations

- gathering data from class surveys, social networking profiles, realia and charts to use in own texts, for example, synthesising information for a report or presentation
- listening to, reading and viewing (digital) invitations, cards and messages, and responding to them
- engaging with simple texts such as magazines, interviews, announcements and websites to gather facts about events or people, and reporting information to others, for example, using a timeline to show a sequence of events or create a profile of a famous Indonesian
- analysing and summarising information from reports, posters, websites, itineraries and brochures, using tools such as concept maps and tables to organise and present information
- comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations

Give presentations to describe, compare and report on experiences and topics of interest
[Key concepts: leisure, travel; Key processes: summarising, reporting]

(ACLINC056)



- creating texts such as notices, brochures and posters to inform others about issues and upcoming events, for example, *Hari Selasa, Warung lumpia, di samping kantin, jam 1*
- organising information for an Indonesian audience, for example, creating a presentation to explain sport and leisure activities (*Main ski air*) or video recording a cooking demonstration
- reporting on own and others' experiences of events such as school camp, a holiday or concert, or playing a new computer game

Creating

Elaborations

Respond to aspects of imaginative texts by expressing opinions and feelings about them and comparing these with imaginative texts in own language and culture

[Key concepts: moral, humour; Key processes: comparing, reviewing; Key text types: story, song, play]

(ACLINC057)



- expressing personal opinions about ideas in texts such as traditional and contemporary stories and excerpts from films or video clips, for example, *Menurut pendapat saya, Saya pikir (bahwa), Saya rasa, Saya suka/tidak suka...*
- stating personal preferences about characters, attitudes and events in texts (for example, *Saya paling suka/lebih suka/kurang suka...*), including commenting on reactions, for example, *Dia ganteng tetapi kurang sopan, Saya kurang suka gurunya karena jahat, Bapak Mira sangat lucu karena sering bercanda*
- comparing key messages and beliefs from Indonesian and Australian texts such as creation and Dreaming stories, fables, myths and legends



- exploring ideas and values represented in popular culture forms across cultures, such as game shows, soap operas, songs/music clips and computer games, and commenting on similarities and differences, for example, *Isu-isu remaja sama di Indonesia; Lingkungan sangat penting di Indonesia dan Australia*

Compose individual and shared texts about imagined people, places and experiences, in order to entertain others

[Key concepts: amusement, imagination, admiration, journey; Key processes: composing, collaborating, performing; Key text types: recount, advertisement, cartoon]

(ACLINC058)



- creating texts to entertain peers and younger audiences, for example, digital big books, short films with subtitles, comics, *wayang* plays, posters for a film or websites for a fan club
- creating the next scene, a new character or an alternative ending for Indonesian fiction texts such as a story, drama or film script
- participating in spontaneous plays based on scenarios such as meeting a favourite celebrity, appearing on a television show or living in a past era
- composing simple songs, jingles, posters and advertisements for real and imaginary situations or products, such as advertising an Australian product for the Indonesian market

Translating

Translate and analyse a range of texts, comparing language choices and exploring differences in meanings

[Key concept: equivalence; Key processes: approximating, comparing]

(ACLINC059)



Elaborations

- translating texts, identifying culture-specific vocabulary (for example, *peci, kebaya*) and expressions (for example, *makan angin, pulang kampung*), discussing the translation process (such as possible reasons for equivalence/non-equivalence), and choosing 'best fit' words or omitting words
- comparing interpretations of texts such as advertisements, songs or film extracts, noticing similarities and differences, and reflecting on why interpretations may vary

Create bilingual texts in collaboration with others for the wider community

[Key concept: interpretation; Key processes: designing, explaining]

(ACLINC060)



- creating bilingual texts, using subtitles and captions, to inform school community about aspects of Indonesian culture, (such as visiting an Indonesian home, shopping at a market, attending a ceremony, giving a gift)
- producing public information texts in both Indonesian and English, such as promoting a concert, or an interview with a celebrity for a teen radio station
- creating digital texts such as songs or dialogues with options for displaying in either Indonesian or English

Reflecting

Participate in intercultural interactions with peers, comparing aspects of culture, monitoring how own culture impacts on language use and how this may enhance or inhibit understanding

[Key concept: comfort/discomfort; Key processes: monitoring, adjusting]

(ACLINC061)



Elaborations

- experimenting with Indonesian gestures and body language, and considering which will or will not be incorporated into own interactions, for example, not putting hands on hips, use of 'soft' handshakes, pointing with the thumb, beckoning downwards, not always queuing
- noticing the use of Indonesian expressions such as fillers (*anu*) and exclamations (*Aduh!*, *Astaga!*) and deciding whether or not to adopt them in own language use
- making language choices with awareness of how these might be interpreted by Indonesian speakers, for example, using *Pak* not *kamu* when communicating with an older male to show respect, or seldom using *terima kasih*
- recognising how others' perceptions will influence the language used in an interaction, for example, being a 'foreigner' means language is often slowed and *Bahasa baku* is used, and people may invite them to their home or ask to correspond with them
- reflecting on how own cultural etiquette and behaviour may be interpreted when interacting with Indonesians, for example, noticing own body language and modifying gestures such as pointing, shouting, laughing with mouth open
- developing language for monitoring, describing and reflecting on using Indonesian in intercultural experiences such as in journals, portfolios, blogs and correspondence, for example, *Saya merasa bingung karena belum tahu kata itu...*; *Saya kaget karena dia tidak setuju...*; *Dia tertawa waktu saya...*

Consider how own biography, including family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences

[Key concepts: perspective, biography; Key processes: analysing, reflecting]


(ACLINC062)



- noticing that aspects of personal identity such as family, religion and marital status are important in interacting with Indonesians and in how one may be perceived, for example, *Saya orang Australia, Saya berasal dari Sri Lanka, Nenek saya dari Inggris, Saya orang Kristen*
- identifying formative events and experiences in own and others' upbringing and how these shape identity, for example, rites of passage such as *potong gigi*, and events such as graduation or achieving a goal (*Saya bangga waktu saya lulus ujian saxofon*)
- reflecting on how learning Indonesian may have impacted on own identity and understanding of the world, such as increased awareness of representations of Indonesia in the Australian media



Understanding

Systems of language	Elaborations
<p>Notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences</p> <p>[Key concepts: stress, intonation; Key process: noticing emphasis]</p> <p>(ACLINU063)</p> 	<ul style="list-style-type: none"> • using raised penultimate syllable in multisyllabic words such as <i>mendengarkan, melakukan, pekerjaan, perumahan, dibandingkan, kemauan, kesamaan</i> • recognising where to place stress in complex sentences, for example, <i>Walaupun saya tidak suka berenang, lebih suka daripada bermain tenis yang membosankan</i>

Develop knowledge of *me-* verb rules and how to link and extend ideas such as by using adverbs and cohesive devices
[Key concept: system, affixation; Key processes: applying rules, understanding]

(ACLINU064)



- identifying people (for example, *teman*, *teman gaul*, *kenalan*) and their occupations, for example, *pembantu*, *penyanyi*, *tukang kayu*, *dokter gigi*
- naming a range of animals, for example, *binatang*, *peliharaan*, *kelinci*
- describing qualities of people using adjectives of character and appearance, for example, *setia*, *keren*, *sabar*, *optimis*
- describing qualities of things using adjectives, for example, *bertingkat dua*, *lama*
- indicating quantity using *juta*
- identifying things using concrete nouns, for example, *sawah*, *gunung api*, *hutan*
- creating nouns, for example, *makan-an*, *minum-an*, *masak-an*, *baca-an*
- describing actions using *me-* verbs, for example, *Saya selalu menikmati cerita horor*
- creating distance between actor, action and objects using object-focus construction, for example, *Mobil barunya dicuri tadi malam*
- indicating negation, for example, *jangan*, *tidak sama sekali*
- referring to past and future using time indicators, for example, *tadi pagi*, *nanti malam*, *sebelum*, *sesudah*, *kemudian*, *lalu*
- seeking information using a range of questions, for example, *bagaimana*, *dari mana*, *apakah*, *kapan*, *mengapa*, *sudah pernah?*
- describing frequency using adverbs, for example, *jarang*, *setiap*, *pernah*, *selalu*
- creating cohesion using conjunctions, for example, *supaya*, *walaupun*
- adding further information using embedded clauses with *yang*
- accepting or declining invitations, for example, *mau ikut*, *maaf*, *sayang*
- well-wishing, for example, *mudah-mudahan*, *semoga*
- comparing and contrasting, for example, *paling*, *ter-*, *dibandingkan dengan...*
- expressing opinions, for example, *dari pihak saya...*
- expressing emotions, for example, *-wah*, *sayang*, *asyik*, *hebat*, *siip*, *seru*
- describing state of actions, for example, *sudah*, *belum*, *pernah*

Expand understanding of textual conventions, particularly related to social and informational media

[Key concept: convention; Key processes: comparing, experimenting]

(ACLINU065)



- experimenting with language appropriate to particular text types, such as descriptive language in documentaries, reflective language in diary and journal entries, and persuasive language in advertisements
- analysing the informal style of language associated with social media texts and texting, such as the use of emoticons and abbreviated forms of words, for example, *brngkt* (*berangkat*), *dng* (*dengan*), *kmn* (*ke mana*)
- analysing the forms, features and purpose of texts, such as how texts are organised in terms of layout, sequencing of ideas, headings and stylistic devices

Language variation and change

Elaborations

Recognise that Indonesian has formal and informal forms and that their style and use depend on the context, purpose and audience

[Key concept: register; Key processes: identifying, connecting, analysing]

(ACLINU066)



- recognising variations between formal and informal language, such as dropping the prefixes *ber-* and *me-*, for example, *belanja*, *selancar*, *nonton*, *beli*
- examining differences in language use according to mode, for example, the variations of 'no': *nggak* (spoken), *tak* (written poetry/song lyrics), *tdk* (abbreviation used in text messages)
- recognising that the use of different terms of address reflects varying levels of politeness and familiarity, such as referring to others in the third person by using *Ibu*, *Bapak* or first name
- comparing language structures in Indonesian and English and how these are used to create intimacy or distance, for example, the use of colloquial language or object-focus construction
- using intonation to shift meaning, such as to show surprise, to downplay or to exaggerate, for example, *Aduh, mahal sekali!* (in bargaining), *Aduh, perut saya sakit* (to gain sympathy), *Aduh, jelek* (to downplay)

Understand that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology

[Key concept: evolution; Key processes: researching, recording]

(ACLINU067)



- analysing the influence of other languages on Indonesian, such as in advertising and technology, food, administration, religion and everyday life, for example, *modern*, *handphone*, *satelit* (English); *mie* (Chinese); *sepatu* (Portuguese); *kantor* (Dutch); *guru* (Sanskrit); *mahal* (Arabic), *raja* (Hindi)



- recording a range of borrowed words and examining their structure and rules of use, for example, *meng-upload*, *ber-AC*
- investigating the origins of borrowed words to discover when, how and by whom new words and expressions were introduced into Indonesian and which languages have borrowed from languages of Indonesia, for example, *Makassan* terms in *Yolngu* (*balanda*, *rupiah*)

Role of language and culture

Elaborations

Understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspectives
[Key concept: interdependence; Key processes: analysing, interpreting, reflecting]

(ACLINU068)



- analysing culture-specific values reflected in Indonesian language such as respect for diversity, social justice and social responsibility (for example, *Bhinneka Tunggal Ika*, *gotong-royong*, *budi pekerti*, *selamatan*), and comparing these values to those evident in own language and culture
- analysing the meaning and nuances of culture-specific descriptions such as *ramai*, *sepi*, *gemuk*, *rendah hati*
- recognising that there are culture-specific meanings associated with body language, for example, hands on hips suggests arrogance and aggression; the use of words like *kita* shows inclusiveness while *kalau saya tidak salah* shows humility
- examining cultural representation in the Indonesian language system, such as the gender-neutral terms (for example, *dia*, *pacar*), the omission of personal pronouns, particularly *saya* (for example, *Bisa datang ke rumah?*), and the use of cardinal directions, for example, *utara*, *selatan*, *timur*, *barat*
- recognising that language and cultural practices are interconnected, and that expressions with religious origins or connotations are commonplace, for example, *selamat*, *Salam*, *Astaga*, *OMG*, *Asslam Walaikum*, *Insyah Allah*
- investigating and using language associated with significant cultural practices and events such as celebrations, for example, *Selamat Hari Kemerdekaan* (Indonesian Independence Day), *Maaf lahir batin* (Ramadan), *Panjang umurnya* (birthdays), *Selamat Hari Raya Nyepi* (Balinese New Year)

Years 7 and 8 Achievement Standard

By the end of Year 8, students use Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others. They pronounce familiar polysyllabic words such as *mendengarkan*, *pekerjaan* and *mengerjakan*, stressing the penultimate syllable. When interacting, they ask questions using for example *Apakah?*, *Di mana?*, *Kapan?*, *Berapa?*, and respond to questions using, for example, *Setuju tidak? Benar/Salah*, and asking follow up questions using, for example, *Kapan? Bagaimana? Mengapa?* They explain and clarify their answers using, for example, *karena*, or *supaya*. Students give opinions using for example *Pada pendapat saya...*, *saya kira...*, *setuju/tidak setuju*, make comparisons using *lebih... daripada...*, and state preferences using *saya lebih suka...*, *yang paling baik...* They locate and evaluate factual information in texts, and use models to create their own informative and imaginative texts in order to narrate, correspond with and report to others. . They vary their sentence construction (for example, *rambut saya hitam/Ibu berambut coklat/Bapak mempunyai rambut pirang*) to create interest for the audience. Students use cohesive devices such as time markers (for example, *Besok, sebelum*), adverbs of frequency (for example, *biasanya, jarang, belum pernah*) and conjunctions (for example, *lalu, untuk*). They use a range of personal pronouns such as *dia, mereka, kami, kita, ber-* verbs such as *bersekolah, berselancar* and simple *me-* verbs such as *memasak, memakai, menjadi, mengunjungi*. Students use prepositions of time using *pada* and place, using *di* (including with, for example, *belakang, samping, antara*). They describe qualities using colours (for example, *biru tua, merah muda*) and adjectives (for example, *sombong, murah hati*). They translate across languages, identifying where equivalence is not possible, for example, *gotong royong, jam karet* or 'daylight saving'. They describe their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why.

Students know that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns, such as *-an, ber-* and *me-* words. They differentiate between similar-sounding words and how they are written (such as *suka/sukar, muda/mudah*), and apply spelling conventions such as *ngg (tinggal)* and final *h (terima kasih)*. They describe how possessive word order differs from English and have a metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction. Students identify and reproduce features of familiar text types such as salutations, narrative sequence and cohesive devices. They know that languages and cultures influence and borrow from each other. Students know that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective.

Years 9 and 10

The nature of the learners

At this level, students bring to their learning prior knowledge of Indonesian language and culture, and a range of language learning strategies. They are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They require guidance in learning Indonesian; however, they are increasingly independent and capable of analysis and reflection, including in relation to intercultural experiences. They are considering their future pathways and choices, including how Indonesian could be part of these.

Indonesian language learning and use

Learners engage with a range of texts in Indonesian. They participate individually and in groups in tasks and experiences, such as corresponding with Indonesian peers, reviewing a video clip or planning an excursion. They participate in presentations, conversations, narration and interviews, sometimes with preparation and sometimes spontaneously. Learners acquire skills in analysing and translating increasingly complex texts, such as emails, recipes, poems, articles and songs. They use modelled language to write for personal and public purposes, such as journal entries, emails, blogs, scripts, and notes for a speech or debate.

Contexts of interaction

Learners interact with teachers and peers and may have access to members of the Indonesian-speaking community via online technologies. They may also encounter Indonesian in the wider community, such as in the media, film festivals, community events, guest speakers, exchange teachers/assistants or in-country travel.

Texts and resources

Learners use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Their learning is enriched by exposure to a range of authentic texts from the Indonesian-speaking community, such as websites, films, stories, songs, television programs, advertisements and magazines.

Features of Indonesian language use

Learners extend their grammatical knowledge and metalanguage while beginning to explore important features of Indonesian such as register and object-focus construction. They consider connections between language and culture such as *jamu*, *mudik*, *kewajiban* and expressions such as *Bhinneka Tunggal Ika*, and make comparisons with their own language and culture. They consider language variation, including through exposure to colloquial language such as in teenage magazines and social networking sites.

Level of support

Learners are increasingly aware of and responsible for their own learning, working independently to address their needs such as by accessing technologies to memorise, learn, and expand their language repertoire. They continue to access word lists, graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts. They require explicit instruction of the grammatical system and opportunities to discuss, practise and apply their knowledge. They may keep records of their learning, such as through an e-journal or folio, and use these to reflect on their language learning and intercultural experiences.

The role of English

English provides a basis for linguistic and cultural comparison in learning Indonesian. English is also the medium for expressing experiences, abstract ideas and personal views at a level beyond learners' range in Indonesian, such as justifying a position on a social issue or exploring linguistic and cultural practices. English may be used in conjunction with Indonesian to conduct research (such as investigating a social issue or cultural practice), in translating, and in communicating bilingually.

Years 9 and 10 Content Descriptions

Communicating

Socialising

Build relationships by sharing personal opinions, memories and feelings about aspects of childhood, teenage life and aspirations

[Key concepts: youth, memory; Key processes: developing relationships, building connections]

(ACLINC069)



Elaborations

- corresponding with peers such as by using telephone/video calls, SMS or social media to build relationships and share views on aspects of teenage life such as friends, responsibilities, interests, aspirations and topical issues
- creating an autobiographical account to share with others describing key milestones in own life, for example, a significant birthday, an overseas trip, a religious ceremony, a sporting event, music accreditation, getting a learner's permit
- sending (digital) greeting cards or messages to express feelings or attitudes towards people, events and interests, for example, expressing regret, sympathy, dissatisfaction, admiration or gratitude
- participating in exchanges, using strategies to initiate and sustain interactions, such as showing agreement or surprise, or asking for clarification or confirmation, for example, *Boleh saya bertanya...?, Apa maksudmu?, Maaf?, Oh, begitu*

Take responsibility by initiating interactions, solving problems and encouraging others to act

[Key processes: discussing, persuading]

(ACLINC070)



- negotiating arrangements, weighing up alternatives and reaching shared decisions, for example, *Sudah ada acara besok malam?, Bagaimana kalau kita ke..., Lebih baik naik...atau...?, Kamu pilih yang mana?*
- solving problems by discussing ideas, suggesting a range of options, making concessions or finding ways to attain agreement/consensus, for example, *Menurut pendapat saya..., Tentu lebih baik kalau..., Sesudah dipikirkan dengan serius..., Dilihat baik buruknya...*
- transacting for goods and services, including persuading someone to sell them something or change an item (for example, *Silakan lihat-lihat saja, Coba dulu*) and evaluating quality, for example, *harganya tidak mahal tapi mutunya tinggi*
- participating in real and simulated transactions and considering ethical and/or competitive dimensions, for example, bargaining over the price of a watch, the service of a *pembantu*, or the price of a bride in Dayak communities

Engage in language learning tasks and experiences through discussion, justifying opinions and reflecting on own language learning

[Key concept: metalanguage; Key processes: justifying, reflecting]

(ACLINC071)



- interacting in class activities such as games or events, by taking turns, expressing agreement/disagreement or giving encouragement/praise or critique, for example, *Giliran saya, Saya setuju, Memang, ide bagus*
- participating in discussions using language to express opinions, for example, *Kamu merasa bagaimana?, dibandingkan, di satu pihak...di lain pihak, Saya tidak heran karena..., perspektif saya berubah, dari segi lain...*
- discussing language and language learning using metalanguage, for example, *kata dasar, kata kerja, bentuk pasif, akronim, singkatan*

Informing

Investigate, synthesise and evaluate information from a range of perspectives in relation to topical issues and concepts from a range of learning areas

[Key concepts: representation, bias; Key processes: synthesising, evaluating]

(ACLINC072)



Elaborations

- comparing and evaluating a range of perspectives on topics such as sport, health, music and religion, and considering why people may hold different perspectives
- obtaining information in order to debate issues of interest such as the environment, expectations of teenagers, and the generation gap, and cultural practices such as marriage or rites of passage, using persuasive or evaluative language, for example, *Saya percaya..., Ini pasti berguna bagi..., mau tidak mau...*
- investigating aspects of Indonesian culture to choose a particular course of action, for example, determining a suitable placement for an Indonesian exchange student, a suitable menu for a group of Indonesian visitors, or an appropriate time of year to visit Indonesia
- distinguishing between fact and opinion in texts such as articles and reports, and using critical literacy skills to recognise bias, for example, identifying the author, audience and purpose of the text
- researching a concept or issue, including those drawn from other learning areas such as art, history, science, geography or health
- identifying and evaluating ways in which values shape content and language in texts such as announcements, surveys, interviews, documentaries, recipes, advertisements, web pages or magazines
- listening to, viewing and reading texts such as interviews, documentaries and speeches to obtain and synthesise information and use it in new forms, for example, creating a profile of a famous person from an interview

Construct and present a range of texts (such as presentations, reports and reviews) related to social issues and topics of interest

[Key concepts: society, environment, media; Key processes: constructing, persuading]

(ACLINC073)



- creating informative texts such as posters, brochures and web pages, for example, a brochure promoting a holiday destination, a poster for a doctor's surgery encouraging healthy eating, a web page reviewing new music releases
- giving presentations presenting different perspectives on an issue, for example, discussing mainstream medical treatments and alternatives such as *jamu*
- presenting information on topics such as part-time work, balancing study and leisure, or recycling to conserve resources, explaining and justifying opinions using for example, *alasan nya begini, ternyata, tidak dapat disangkal, mau tak mau, sehingga, sedikit-tidaknya, jangan-jangan, oleh karena itu*



- writing persuasive texts such as blogs, tweets and posts to persuade or convince others, for example, *kita semua tahu, kalian tentu setuju, misalnya, keadaannya buruk sekali, bukan?*

Creating

Engage with a variety of imaginative texts, analysing ideas and values, discussing responses and altering key aspects
[Key concept: values; Key processes: analysing, interpreting, modifying; Key text types: song, poetry, script]

(ACLINC074)



Elaborations

- listening to, viewing and reading a range of texts such as video clips, computer games, comics, television drama or game shows, and expressing personal opinions about key aspects, for example, *pada pendapat saya cerita ini..., saya lebih suka/kurang suka tema fantasi, karakter utamanya menarik sekali*
- reading texts such as extracts from a biography or diary for enjoyment and to gain insights into other people's experiences and perspectives
- modifying existing texts, for example, creating an alternative ending, introducing a new character, changing the setting or adding a major event, or providing a video clip to accompany and reinforce the meaning expressed in song lyrics
- creating texts to parody existing texts and to explore a range of genres, for example, re-creating a music clip or advertisement
- analysing language and techniques used in contemporary drama, television programs, poetry and film, such as hyperbole, imagery, humour, music and camera angles, for example, *adegan, plesetan*
- identifying and responding to key messages and values in traditional texts such as *dongeng, wayang* and *pantun*, and considering their relevance in modern times
- re-creating texts such as fairy tales, legends or myths from a different cultural perspective
- discussing how texts such as films, plays and songs convey social issues (such as conflict in relationships or poverty) and values such as piety and humility

Create a variety of imaginative texts to express ideas, attitudes and values, for a range of audiences
[Key concept: entertainment; Key processes: expressing, adapting; Key text types: drama, poetry, rap, cartoon]

(ACLINC075)



- creating texts such as a photo story, play, cartoon or movie with voiceovers or subtitles to entertain peers, including experimenting with humour
- creating and performing texts such as songs and raps, including in multimedia form, to express emotions and attitudes towards a particular social issue or event
- writing and performing a script or dramatic episode such as a detective story, mystery or adventure

Translating

Translate a range of informative, literary and personal texts, comparing interpretations and explaining how cultural perspectives and concepts have been represented
[Key concept: representation; Key processes: interpreting, comparing, explaining]

(ACLINC076)



Elaborations

- translating short texts and excerpts from a range of informative and literary texts, and reflecting on aspects of culture embedded in idiomatic language and proverbs, for example, proverbs such as *lain ladang lain belalang*, *Tak kan lari gunung dikejar* or sayings such as 'It's raining cats and dogs', 'as tough as nails'
- choosing how to best represent cultural concepts and expressions, for example, 'best friend' (*teman baik*), 'better late than never' (*biar lambat asal selamat*), 'home sweet home' (*kampung halaman/tanah air*), and those for special occasions such as *Maaf lahir batin*, *panjang umurnya*
- translating signs and symbols such as public signs and emoticons, for example, ^_^ (*senang*), >^< (*marah*), O.O (*heran*)

Create parallel texts in Indonesian and in English for a range of purposes and audiences, for the wider community
[Key concept: bilinguality; Key processes: adjusting, interpreting, reflecting]

(ACLINC077)



- creating bilingual texts such as video clips with subtitles explaining Australian cultural practices, for example, bushwalking, New Year's Eve celebrations, the Melbourne Cup
- providing captions or commentaries to accompany Indonesian texts such as song lyrics, video clips and film extracts, for parents and members of the school community
- producing public texts such as signs, notices and posters in both Indonesian and English, for the school and wider community, and reflecting on the process of working in both languages

Reflecting

Elaborations

Make choices while using Indonesian, recognising own assumptions and taking responsibility for modifying language for different cultural perspectives

[Key concept: mutual understanding; Key processes: adapting, taking responsibility]

(ACLINC078)



- reflecting on how own language use might be perceived by Indonesian speakers and making adjustments, such as being self-effacing rather than boastful (*Kalau saya tidak salah*); being indirect such as, *terserahlah* and *lain kali, ya*; using passive rather than active construction such as *Silahkan diminum tehnya*; and avoiding negative expressions, for example, *kalau kurang jelas...*
- noticing tensions and gains that might arise during interactions and considering how to respond appropriately, for example, knowing that Indonesians like to please and therefore may give an inaccurate answer rather than show lack of knowledge, or recognising the importance of waiting until invited to drink or eat
- interacting with Indonesian peers, considering how to engage with or respond to topics that may not be commonly discussed in Australia, such as involvement in religion, for example, *berpuasa*, *naik haji* or matters such as menstruation
- sharing reactions to intercultural experiences and building on comments in discussions with peers, for example, *Saya setuju dengan....*; *sama sekali tidak senang....*; *kejadian itu kurang enak...*; *Pengalaman ini membuka mata saya...*

Engage in intercultural experiences, reflecting on how aspects of identity such as ethnicity and religion influence language use and understanding of the experience

[Key concepts: image, identity; Key processes: explaining, reflecting]

(ACLINC079)



- sharing personal information with Indonesian peers, in conversations and correspondence, choosing which aspects of own identity to convey and noticing how language use reflects aspects of identity such as family background and religion
- analysing how own cultural norms impact on interpretations of Indonesian texts, for example, noticing reactions to an article about cultural practices such as *upacara mengikir gigi*, an advice column about having a boyfriend or girlfriend, or a fashion blog about ways to wear a *hijab*
- reflecting on the role of language in expressing own identity, considering when, with whom and why different languages are used and reflecting on whether own identity changes in different languages, for example, use of gesture and register
- describing impressions and reactions while reflecting on intercultural learning, for example, *saya rasa, lebih daripada... dibandingkan..., sekarang saya paham/mengerti, mata saya terbuka (...membuka mata saya)*
- monitoring and recording own reactions when communicating in Indonesian, for example, keeping a journal of key moments and considering how own perspective may have changed over time

Understanding

Systems of language

Elaborations

Understand pronunciation and intonation conventions, and apply to new words with affixation and a range of complex sentences

[Key concept: fluency; Key processes: prioritising, emphasising]

(ACLINU080)



- recognising the role of stress and rhythm in creating emphasis, for example, recurring patterns, chorus, rhymes and onomatopoeia
 - noticing how tone can convey emotion, such as in colloquial language, for example, *kasihan deh*, *bagi dong*, *aku dikasih nggak*
 - using elision in informal communication, for example, *mau [atau] nggak?*, *mahal s[e]kali*, *[bara]ngkali*
 - recognising that Indonesian may allow more than one spelling of loan words, for example, *bis/bus*, *system/sistim*, *propinsi/provinsi*, *moderen/modern*
 - knowing when to pause in complex sentences with embedded clauses
-

Analyse complex noun and verb forms, and recognise when and how to use object-focus construction

[Key concept: passive voice, transitivity; Key processes: analysing, manipulating]

(ACLINU081)



- describing people and things using, for example:
 - compound nouns (*sayur-mayur, merah darah*)
 - acronyms (*puskesmas*) and abbreviations (*SMU, hp*)
 - indicators of groups or plurals (*kaum, para, kalian*)
 - terms of address (*Kak, Dik, Mas, Mbak, bang*) and particles (diminutive *Si* and honorific *Sang*)
 - classifiers (*buah, helai, potong, ikat*)
- expressing possession using word order, for example, *siswa pertukaran, kartu telepon*
- describing the qualities of people and things using, for example:
 - adjectives using *me-/me-kan* (*menarik, menakutkan, mengesankan*)
 - adjectives using the prefix *pe-* (to describe enduring attributes of behaviour or character: *pemalu, pendiam, pemarah, pemalas*)
 - comparatives (*kurang, tidak begitu, agak, se-*) and superlatives (*ter-*)
- referring to abstract ideas by nominalising using prefixes and suffixes, for example, *pe-an, per-an* (*pendidikan, pelajaran, pertandingan, pengetahuan*), *ke-an* (*kebersihan, kesehatan, kedatangan, kecantikan*)
- indicating action using, for example:
 - transitive verbs, *me-* verb system (*-kan* or *-i* suffix) in subject- and object-focus form (with *di-* prefix)
 - duplication of verbs (*duduk-duduk, jalan-jalan, lihat-lihat*)
 - adverbs as modifiers (*kurang, cukup, cuma, agak, hanya, makin...makin, baik...maupun...*)
- recognising syntactic differences between subject- and object-focus construction, for example, *Dia menjual minuman itu di toko-toko, Minuman itu dijual di toko-toko*
- referring to the past, present and future, and relating events in time using adverbs, for example, *dulu, yang lalu, yang akan datang, dua minggu lagi*
- contrasting ideas using conjunctions, for example, *sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila*
- indicating register using colloquial (for example, *nggak, gimana, kok, deh, lho/lo*) and formal language, for example, *yang terhormat, sekian*
- expressing opinions, for example, *yang saya rasa, saya lebih suka, lebih...dibandingkan..., pertama-tama... sekarang...*
- influencing others by persuading using superlatives (*paling..., ter-*), encouraging (*cobalah, mari, ayo*) and advising (*sebaiknya, seharusnya, mesti*)
- evaluating by using, for example, *pada pendapat saya, menurut saya, di satu pihak...di pihak lain..., sebaliknya*
- expressing imagination by using imagery (*angin bertiup kencang, bunga-bunga berwarna-warni*), metaphor (*adalah; burung bernyanyi di pohon*) and simile (*Matanya*

seperti bintang kejora, Kata-katanya bagai air mengalir

- using idiomatic language, for example, idioms (*masuk angin, panjang tangan*) and proverbs (*Datang sahabat, pulang saudara; Tak kenal maka tak saying; Ada gula ada semut*)
- maintaining interaction using rhetorical devices (for example, *betul?, bukan?*) and verbal fillers such as *kalah saya tidak salah, omong-omong, begini...*
- expressing emphasis, for example, *bukan main* [adjective] *nya*

Recognise the purpose and features of a range of texts such as persuasive, argumentative and expository texts

[Key concepts: perspective, nuance; Key processes: analysing, correlating]

(ACLINU082)



- recognising features of spoken texts such as conversations and speeches, for example, the use of back channels (*begitu, ya*), discourse markers (*nah, sekian*), hesitations (*anu*) and non-standard expressions (*Mau nggak?*)
- analysing linguistic structures and features associated with particular texts, for example, showing humility and deference in a job application, wishing longevity in birthday cards, using data to support an argument, using emotive language to persuade, and creating tension in drama
- understanding conventions in some Indonesian texts such as apologising at the beginning or end of a speech (*Maafkan saya atas semua kesalahan saya*), or including religious expressions such as thanking God for good health or fortune (*Alhamdulillah*)

Language variation and change

Elaborations

Analyse the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures

[Key concepts: norms, variation; Key processes: analysing, explaining]

(ACLINU083)



- comparing spoken and written texts (for example, spoken and print advertisements, face-to-face conversations and emails) to understand how mode relates to linguistic structures and features, and how this affects meaning
- analysing examples of colloquial language, such as that used by sub-groups (for example, *Bahasa gaul, Bahasa SMS*), and comparing these to formal forms
- understanding how body language varies across cultures, for example, lowering body position when speaking to someone in authority to show respect; not raising voice or laughing loudly; smiling and nodding while listening to people, even when hearing bad news
- understanding that many Indonesians are familiar with a range of languages (for example, *Bahasa baku, Bahasa daerah, Bahasa gaul* and English) and can shift between these depending on the context, and considering how this compares to those who are monolingual

Understand the power of language to influence people's actions, values and beliefs, and appreciate the value of linguistic diversity

[Key concept: power; Key processes: critical analysis, appreciating]

(ACLINU084)



- analysing texts to understand how language can limit, promote or change actions, for example, use of *mohon, harap, tolong, jangan, dilarang*
- recognising the purpose of particular texts to impact emotionally on others such as by influencing opinions and reactions, for example, in persuasive texts such as advertisements or reviews of a film, concert or fashion
- analysing the language of social and political messages to explore attitudes, values and beliefs, for example, *mohon jangan merokok, dua anak lebih baik, jangan pakai narkoba, persatuan dan kesatuan bangsa Indonesia, anak bangsa, sebangsa dan setanah air*
- noticing how jargon or specific terms may be used to express membership and identity, for example, within the religious groups *Insya Allah, Puji Tuhan, Syukur, Alhamdulillah*
- examining how words, expressions and actions reflect relationships and social hierarchies (for example, use of the terms of address *Bapak/Ibu, Anda* and *kamu*), and showing respect by introducing oneself to the most senior or eldest person first
- appreciating the social and cultural functions performed by language, and recognising the importance of diverse languages to convey alternative perspectives and ideas

Role of language and culture

Understand that Indonesian language and culture, like all languages and cultures, are interrelated; they shape and are shaped by each other, in a given moment and over time

[Key concept: interdependence; Key processes: investigating, reflecting]

(ACLINU085)



Elaborations

- recognising that texts are instances of language and culture working together to convey cultural perspectives, values and concepts
- analysing how the Indonesian language may reflect cultural perspectives such as collectivism, harmony, fate and humility; norms such as showing deference and saving face; and values such as patience, humility and selflessness, for example, *setahu saya, kalau saya tidak salah, numpang tanya, permisi dulu*
- investigating the origins of particular expressions or words, developing awareness of the origins of meanings and how these may or may not change over time
- recognising the historical, political and cultural functions and value of language, such as the origins of *Bahasa Indonesia*, and its historical and contemporary uses
- developing awareness that the linguistic diversity of Indonesia reflects cultural diversity, and comparing this to linguistic and cultural diversity in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages



Years 9 and 10 Achievement Standard

By the end of Year 10, students use Indonesian to communicate with teachers, peers and others in a range of settings and for a range of purposes. They pronounce the sounds *ngg* and *ng*, as well as *sy* (for example, *masyarakat*) and *kh* (for example, *akhir*), and use stress to create fluency in sentences. Students use and respond to open-ended questions such as *Berapa lama? Dulu, apakah..., Kapan Anda...? Yang mana? Sudah pernah?* and use strategies for initiating, sustaining and concluding oral and written exchanges. They locate, synthesise and evaluate specific details and gist from a range of texts. Students create a range of personal, informative and imaginative texts with some evidence of self-correction strategies. They include time markers such as *Pada suatu hari, Keesokan harinya, Kemudian*, and conjunctions such as *namun, supaya, karena itu*, to extend meanings such as in stories, comics, and written and oral reports. Students use *yang* to expand descriptions and ideas, and incorporate some object-focus construction to vary expression. They express opinions such as using *Dari pihak saya*, make comparisons such as using *dibandingkan dengan*, and incorporate emotions and humour. Students describe possibilities using terms such as *kalau-kalau* and *andaikata*, and express aspirations such as using *Pada masa depan, mudah-mudahan, saya berharap*. They translate texts and create bilingual texts, relying on textual features, patterns and grammatical knowledge, and comment on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms. Students state reactions to intercultural experiences, and discuss their assumptions, interpretations, and any adjustments to their language use.

Students know that spoken and written Indonesian vary, identifying informal usage such as *nggak* and *aja*, exclamations such as *kok* and *dong*, and the dropping of prefixes, for example, *Dia (mem) beli mobil baru*. They show awareness of contractions (for example, *ortu, angkot*), acronyms such as *SMU* and *hp*, and abbreviations such as texting language (for example, *jln, sekolah* and *mkn*). Students use metalanguage to discuss possessive and noun–adjective word order, and use knowledge of the base word and affixation system to predict meaning and decode new words using dictionaries. They know that language is used to create particular effects and influence others, such as through the use of imperatives and rhetorical devices. Students know that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages. They explain aspects of Indonesian language and culture, including concepts of diversity and *nasib*, and the importance of language, religion and ethnicity as identity markers. Students make connections between language use and cultural practices, values and assumptions, both in Indonesian and in their own language use.

The Australian Curriculum Languages - Indonesian Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students are beginning their study of Indonesian and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Indonesian. Students' textual knowledge developed through English literacy learning supports the development of literacy in Indonesian. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

Indonesian language learning and use

Learners use Indonesian in a range of classroom interactions and experiences. They read and listen to texts, and apply modelled language in creating their own texts, such as scripts, messages and stories. Learners draw on their literacy in their first language and their understanding of features of a range of text types to predict meanings and create texts in Indonesian, for example, emails, advertisements and instructions. They develop grammatical knowledge and language awareness through paying close attention to texts, comparing languages, and applying their knowledge in language exercises and tasks.

Learners consider fundamental concepts associated with Indonesian such as the diversity of peoples, religions, geography and languages. They explore the notion of Australia and Indonesia being neighbours, and compare aspects of environment, lifestyle and practices in both cultures. Learners use a range of processes, such as observing, comparing and reflecting on language use. They develop a metalanguage for discussing language and culture. They may monitor and reflect on their language and culture learning through discussions, a journal or shared digital space.

Contexts of interaction

The Indonesian language class is the main context for learning, with use of Indonesian for routines and structured interactions with peers and teachers. With teacher guidance, learners may communicate with Indonesian peers through information and communication technologies. They may encounter ideas about Indonesia outside of the classroom, such as in the media that they bring to their learning.

Texts and resources

Learners will be exposed to a range of personal, informative and imaginative texts, both spoken and written. They will engage with commercial, teacher-generated and authentic texts such as advertisements, greeting cards, songs, stories and notices, including in digital form. Some authentic texts will be used to analyse language use, for example, recipes, conversations, comic strips, excerpts from films (with subtitles) and television programs. Learners may interact with Indonesian speakers such as peers, teacher assistants or community members, both face to face and through technologies.

Features of Indonesian language use

Learners are introduced to the written and spoken forms of Indonesian, noticing that it uses the same alphabet as English but with some differences in pronunciation. They become familiar with a base word system with prefixes. Learners are introduced to word order and simple sentence construction. They begin to develop a sound knowledge of vocabulary, particularly terms related to people, places and things in their immediate world.

Level of support

Learners rely on teacher talk, instruction, modelling, feedback, and structured opportunities for practising and understanding new language. Supports include word lists/dictionaries, visual organisers, images and gesture. Learners may collaborate with peers in structured pair and group tasks that have clear roles and expectations. Learners require regular opportunities to monitor and evaluate their language and culture learning.

The role of English

Learners' repertoire in their first language far exceeds that in Indonesian and English is used as a scaffold and as a medium of instruction. It is likely that English will be used for explanations, discussions and analysis of the language system and cultural meanings in texts. Indonesian is used for routine exchanges and classroom interactions.

Years 7 and 8 Content Descriptions

Communicating

Socialising

Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment
[Key concepts: self, friendship, pastimes; Key processes: socialising, describing]

(ACLINC086)



Elaborations

- exchanging personal details such as name, age, address, school, abilities and interests, ethnicity, religion and language(s) spoken
- describing and comparing aspects of personal world such as home and family, teachers and school, interests and friends, for example, *teman saya baik hati dan setia*
- recounting significant or special events and comparing these to similar events for Indonesian teenagers, for example, birthdays, holidays, celebrations or sporting events
- interacting with peers to express likes, dislikes and preferences, and to exchange and explain opinions, for example, *saya lebih suka bermain bola basket daripada sepak bola, saya paling suka sejarah karena menarik*
- participating in class activities such as games (*sepak takraw/bola basket*) using Indonesian to interact, for example, *giliran saya, ke kiri/kanan, saya menang*

Make plans and obtain goods or services in real or simulated situations, through corresponding and transacting with others using modelled texts

[Key concepts: negotiation, transaction; Key processes: planning, negotiating, role-playing]

(ACLINC087)



- participating in scenarios such as being lost and asking for and giving directions (for example, *Dari sini jalan ke timur sampai perempatan*) or assistance, for example, *Permisi Pak, boleh saya bertanya di mana...*
- negotiating and making decisions about goods and services such as transport, ordering goods such as food and drink (for example, *Mau beli bakso? Mau menonton film atau bermain sepak bola nanti sore?*), or purchasing goods, for example, *bisa kurang, Wah! terlalu mahal, saya rugi*
- giving, accepting or declining invitations (for example, *mau ikut; sayang saya tidak bisa, maaf, ya*), including making excuses to avoid causing offence or embarrassment, for example, *maaf, saya harus ke rumah nenek pada hari Sabtu, lain kali saja*
- exchanging details such as time, place, activity and participants when organising events, using texts such as phone conversations, emails, text messages, notes and letters, for example, *mau berbelanja di mal dengan saya?*

Interact in class routines and exchanges by asking and responding to questions, following instructions, and seeking help and permission

[Key concept: routine; Key processes: questioning, interacting]

(ACLINC088)



- following instructions to play a game, complete work or get organised, for example, *dengarkanlah, bukalah laptop, berbarislah, sudah selesai?*
- asking and responding to questions to clarify meaning or instructions or request permission, for example, *Maaf, saya tidak mengerti; Apa artinya?; Maaf, sekali lagi, Bu*
- interacting in classroom routines such as greeting and taking leave, for example, *Selamat pagi, Pak; permisi Bu; selamat jalan; sampai besok*
- using language for comparison, opinion, reaction and reflection, for example, *saya pikir...karena..., saya kira, saya heran, lebih...daripada, pertama-tama saya rasa... sekarang saya rasa..., saya setuju/tidak setuju, saya lebih suka...*

Informing

Elaborations

Identify gist and locate factual information (such as details about people and events) from a range of spoken and written texts, and use the information in new ways

[Key concepts: leisure, travel, geography, special occasions; Key processes: comprehending, classifying, sequencing]

(ACLINC089)



- identifying key details, expressions and information in conversations, announcements and notes, and using obtained information to create own texts, for example, listening to a weather report and then cancelling an event due to bad weather
- reading and viewing a range of texts (for example, promotional brochures and signs, websites and cards) to obtain and compile information about Indonesian places, lifestyle and practices
- locating, classifying and summarising data such as results of class surveys, or factual information from notices, timetables and announcements, and presenting findings to others, for example, in a digital visual presentation, poster or wall chart
- gathering information about people, time and activities, and using the information, for example, creating a timeline, diary or timetable to show a sequence of activities

Present factual information and ideas about aspects of language and culture in oral, written and multimodal form

[Key concept: culture; Key process: informing]

(ACLINC090)



- reporting, orally and in writing, on events in their immediate environment or personal world, for example, a school/community event, celebration or excursion, or a new student
- creating texts to present information or ideas to an audience, for example, advertise an event, create a virtual tour of the school, report on a favourite band or type of music
- describing an aspect of Australian culture for an Indonesian audience, for example, food/diet, daily life, a significant place or cultural practice
- preparing presentations about aspects of daily life and practices in Indonesia, such as school, leisure, entertainment, diet or education

Creating

Elaborations

Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas

[Key concepts: plot, character; Key processes: comprehending, describing; Key text types: cartoon, song, story]

(ACLINC091)



- listening to and viewing texts such as television shows (for example, *Sinetron*, *Indonesian idol*), video clips, jingles and online greeting cards, and creating a new version or adding a new element to the plot
- reading and viewing cartoons, comics and stories (for example, *si Kancil*), and expressing opinions about characters, events and ideas in texts, for example, *saya suka/tidak suka, saya pikir, pada pendapat saya*
- listening to and viewing dramatic performances such as *wayang* or *barong* or extracts from films, sharing reactions with peers, and noticing ideas and comparing aspects that may be similar or different across cultures
- inventing a new aspect of a text, such as a new character, plot, object or perspective, or an alternative ending

Create individual and shared texts with imagined scenarios, characters and events, using modelled language
[Key concept: creativity; Key processes: creating, performing; Key text types: (graphic) story, play, cartoon]

(ACLINC092)



- composing and participating in dialogues between characters in a short drama or skit, rap or poem
- creating stories using digital forms such as a video clip or photo story based on imaginary characters, places and events
- creating texts to entertain others, for example, a comic strip or big book for younger students, a role-play or dialogue to present to parents, or a poem for an online newsletter
- designing texts for special occasions (real and imagined) and imaginative play, such as greeting cards (for example, using *Selamat...*; *semoga...*), or board or electronic games, for example, using ideas such as *Pulau Hutan*; *Tersesat*

Translating

Translate and interpret texts such as descriptions, emails, signs and notices, from Indonesian to English and vice versa, using contextual cues and textual features, and noticing non-equivalence of meaning
[Key concepts: equivalence, representation; Key processes: translating, considering]

(ACLINC093)



Elaborations

- collaborating with peers and teacher to translate and interpret personal texts, such as correspondence and conversations, noticing similarities and differences in language use and considering why these might exist
- translating public signs or notices from Indonesian to English and vice versa, comparing meanings and considering how effective the translations are and why
- experimenting with translating, both literally and for meaning, by using strategies such as explaining rather than word-for-word translation, for example, describing Australian Rules football or *kaki lima*
- learning to use bilingual dictionaries and electronic translation tools, identifying issues such as multiple meanings of words and the need to consider context and understand that meaning goes beyond the literal, for example, *jam karet*

Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community
[Key concepts: audience, comprehensibility; Key processes: interpreting, comparing]

(ACLINC094)



- creating bilingual resources for language learning, such as glossaries or a personal English–Indonesian dictionary with examples and explanations of language use
- creating bilingual texts for specific audiences (for example, a big book or game for young learners of Indonesian, invitations to a class event or posters for a performance), noticing how meanings need to be tailored for audience and cultural perspectives
- preparing bilingual captions for texts such as a display, newsletter or web page for parents and Indonesian peers, exploring how to convey ideas in the different languages
- noticing culture-specific expressions and idioms, for example, *cuci mata* (window-shopping/sightseeing) or ‘sick as a dog’, and considering how these might be expressed for audiences with a different cultural perspective

Reflecting

Elaborations

Interact with Indonesian peers and texts, noticing what and how language is being used, and considering own reactions and how these relate to own language and culture

[Key concepts: norms, assumptions; Key processes: monitoring, relating]

(ACLINC095)



- participating in intercultural experiences, including viewing (online) videos or television programs, noticing what is confusing, surprising or 'strange', for example, use of left hand for 'unclean' tasks, 'soft' handshake, how to say 'please'
- corresponding with peers in Indonesia, such as through email, shared digital spaces or video, comparing topics of interest, language choices and expressions
- observing interactions between Indonesian speakers, noticing similarities and differences in politeness and etiquette, for example, use of *permisi dulu*; *mandi dulu*; *mari*; *minta maaf*
- recording features of language use, such as by keeping a journal about how language reflects cultural concepts and values, for example, *bersama*, *kita* (to show community); *jam karet* (showing fluidity of time); elision of pronouns (not foregrounding self; *Mau ikut?*, *Mau ke mana?*); and use of gender-neutral terms (*dia*, *pacar*)
- developing a language for describing personal reactions to and feelings about intercultural experiences, for example, *suka/kurang suka/tidak suka*, *heran*, *bingung*, *benci*, *ikut/tidak ikut*, *sopan/tidak sopan*

Participate in learning and using Indonesian, noticing how aspects of identity such as family background, age, school and interests impact on intercultural exchange

[Key concepts: self, profile; Key process: noticing]

(ACLINC096)



- interacting with Indonesian peers, considering own reactions to topics raised that may not usually be discussed in own culture, for example, religious beliefs (*Kamu beragama apa?*)
- comparing aspects of identity that may be important across cultures, such as island, ethnic group, language, religion, age, gender, and position in family, for example, *Nama saya Wayan. Saya dari Bali. Saya orang Hindu. Saya berbahasa Bali dan Indonesia*
- creating texts such as a profile, montage or avatar, choosing what aspects to reveal to different people in another cultural context, for example, *nama saya Emily*; *Saya dari Broome, Australia*; *Saya siswa sekolah menengah*
- sharing reactions to intercultural experiences, noting how own background, age and interests may contribute to stereotypes or assumptions that impact on the experience

Understanding

Systems of language

Elaborations

Develop understanding of pronunciation related to single and combined sounds and the use of intonation in statements and questions, noticing Indonesian spelling and pronunciation conventions

[Key concept: sound system; Key processes: recognising, comparing]

(ACLINU097)



- recognising that Indonesian is written using the Roman alphabet but with distinctive sounds and sound combinations, for example, *a, e, i, o, u, c, r, ng, ngg, ny, au, aa, ai*
 - noticing raised penultimate syllable in words, for example, *membosankan, berbelanja* and *silakan*
 - recognising intonation for questions (with or without question words), statements, commands and interjections, for example, *wah, aduh*
-

Develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, *ber-* and *me-* verbs, adjectives, prepositions and word order

[Key concepts: grammatical system; Key process: understanding]

(ACLINU098)



- identifying people using, for example, terms of address (*Ibu/Bapak*), pronouns (*saya, kamu/Anda, dia, mereka*, family members) and some *pe-* nouns, for example, *pemain, pedagang, penjual*
- identifying things and animals using concrete nouns, for example, school (*ruang kelas, aula, tas sekolah*), objects (*tempat tidur, bak mandi, sepeda*), places (*taman, desa, hutan, pantai, mesjid*) and animals (*anjing, kucing, orang utan*), and some nouns with *-an* suffix, for example, *makanan, rambutan, lingkaran*
- describing the qualities of people, for example, adjectives of character and appearance (*gemuk, tinggi, baik hati, lucu, sopan*)
- describing qualities, of objects and animals using adjectives (*besar, kecil, panas, manis, hijau, kuning, jinak, lucu, galak*)
- indicating quantity using plurals, for example, *buku-buku, tiga buku, banyak*
- referring to numbers of things using cardinal numbers (*puluh, belas, ratus, ribu, juta*), and things in a sequence using ordinal numbers (*pertama, ke-*)
- greeting and farewelling, for example, *Selamat..., Sampai jumpa*
- telling others to do something using imperatives, for example, *Duduklah, Diamlah, Ayo, Mulai*
- indicating possession, placing possessive pronouns (*saya, Anda/kamu/-mu, dia/nya, mereka*) after the noun, and using *ber-* and *mempunyai*
- describing simple actions using base word (for example, *tahu, suka naik, tidur*), and *ber-* and *me-* verbs
- negating using *tidak, bukan* and *belum*
- specifying place and location, for example, *di sini, di sana, di atas, di bawah*
- describing actor, action and object using subject-verb-object construction
- referring to existence/presence, for example, *ada, tidak ada*
- giving directions and information about place using prepositions (*dilke, dari*), and about people using the prepositions *dengan, kepada*
- locating events in time, for example, days, dates and months (*hari Sabtu, bulan Juli, Hari Ulang Tahun, hari Natal, pada akhir minggu, Idul Fitri, bulan puasa*), and referring to the past and future using time indicators (*sebelum, sesudah, kemarin, besok*)
- seeking information and assistance using interrogatives, for example, *siapa, apa, bagaimana, berapa, dari mana, di mana, ke mana, apakah, kapan, berapa lama, jam berapa?, permisi boleh saya...*
- joining ideas using conjunctions, for example, *dan, karena, tetapi, atau*
- expressing emotion, for example, *wah, aduh, asyik, sayang, hebat*

- expressing modality, for example, *bisa, harus, boleh, mau*
- comparing things using comparatives and superlatives, for example, *lebih...daripada, paling*

Recognise grammatical structures and features in a range of personal, informative and imaginative texts, and notice how these contribute to meaning

[Key concept: genre; Key process: analysing]

(ACLINU099)



- analysing the key features of texts such as advertisements, stories, songs and conversations, and comparing these with texts in own language and culture
- identifying how texts are constructed, such as textual features (for example, salutations in correspondence), grammatical structures (for example, time markers in narratives) and visual cues, for example, images in brochures
- comparing Indonesian and English grammar, identifying similarities, for example, subject-verb-object sentence construction and differences, for example, word order of nouns and adjectives, absence of the verb 'to be' with adjectives and verbs
- applying knowledge of grammatical rules and context when using dictionaries to support comprehension and creation of texts (for example, locating base words by dropping the *ber-* prefix), or to recognise a word type, for example, 'saw' = 'see' (*melihat*) and not 'saw' (noun; *gergaji*)

Language variation and change

Elaborations

Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures

[Key concept: variation; Key process: noticing]

(ACLINU100)



- recognising that register shifts according to familiarity and social position, for example, using *kamu* and *aku* for friends, and *Anda, Ibu/Bapak* for teachers and adults
- examining how language varies according to ethnicity and age, for example, Indonesian professionals may use *Bahasa baku* or English with each other, Javanese neighbours may use *Bahasa Jawa*, and young people may use *Bahasa gaul*



- understanding that language may change according to people's roles and situation and that people may choose to use different languages to show, for example, familiarity or superiority, such as a politician or movie star using some English to show sophistication, or someone using a regional language to show membership of a particular ethnic group

Understand that Indonesian is a national language that has been and continues to be changed through interaction with other languages and cultures

[Key concepts: dynamism, communication; Key process: discussing]

(ACLINU101)



- identifying loan words in Indonesian and English, such as 'cockatoo' (*kakaktua*), 'bamboo' (*bambu*), 'orangutan', 'satay' (*sate*), 'rattan' (*rotan*), *komputer*, *apartemen*, *televisi*, *pilot* and *modern*, and understanding that borrowings are part of the nature of language
- analysing texts as a class, recording loan words and investigating their origins, and comparing these with borrowings in English and other known languages
- understanding the importance of Indonesian as a national language, for example, by discussing its origins and observing when and why it is used in contemporary society, such as by comparing versions of the national anthem

Role of language and culture

Notice connections between language and culture in intercultural language use, recognising how words and expressions may be culture-specific

[Key concept: interdependence; Key processes: analysing, making connections]

(ACLINU102)



Elaborations

- noticing that some words are culture-specific, such as language associated with particular artefacts and the physical environment, for example, *desa*, *sawah*, *durian*, *becak*
- recognising that some expressions are related to cultural practices such as eating, for example, *sudah mandi*, *makan dulu*, *selamat makan*, *silakan makan*
- comparing how languages reflect values such as those related to personal attributes, physical appearance and behaviour, for example, *halus*, *kasar*, *sopan*, *setia*, *baik hati*, *si berani*, *si kecil*, *sawo matang*, *gemuk*
- investigating the language associated with significant cultural practices such as celebrations, for example, *Selamat Hari Raya*, *maaf lahir batin*, *panjang umurnya*
- recognising interconnections between own language and culture such as vocabulary and expressions related to people, lifestyle and environment, for example, 'barbecue', 'thongs', 'bathers/togs/swimmers', 'no worries'

Years 7 and 8 Achievement Standard

By the end of Year 8, students share factual information and opinions about their personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. They interact with others orally and in writing, asking and responding to questions using *Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana...?*, and expressing preferences using *saya suka, kurang/tidak suka, mau/tidak mau*. They pronounce the vowels and consonants such as *c (ch)* and *r (trilled)* and combined sounds such as *ng, au*. They use formulaic expressions (for example, *saya tidak tahu, maaf, saya tidak mengerti, sekali lagi*) to sustain interactions. Students describe qualities of appearance, colour, character and condition (such as *tinggi, merah muda, lucu, panas*), and identify quantities using numbers and fractions. They respond to and create texts to describe real and imagined events and characters. Students create personal, informative and imaginative texts incorporating textual features such as salutations and using cohesive devices such as conjunctions for example, *dan, tetapi, karena* and *untuk*. They form sentences with subject-verb-object construction (for example, *Saya mau bermain sepak bola*), typically using simple base words (for example, *makan, minum, naik, bangun*), *ber-* verbs (for example, *bermain, belajar, berenang, berdansa, berlari*) and formulaic *me-* verbs (for example, *menonton, mendengarkan*). Students refer to others using pronouns such as *saya, kamu, dia, mereka, Bu/Pak*, and use these in possessive form, including using *-nya* (for example, *sepatunya trendi*). They refer to events in time and place using the prepositions *pada, di* and *ke* as well as time markers such as *sebelum/sesudah, yang lalu*, and *depan*. Students predict meaning based on knowledge of their first language, text features and key words, including loan words from English. They translate texts, identifying culture-specific language such as vocabulary related to cultural artefacts (for example, *gayung, becak, warung*), environment (for example, *sawah, desa, cicak*), and practices (for example, *Idul Fitri*). Students describe their experiences of using Indonesian and views about how it fits with their sense of self.

Students know that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing. They know that Indonesian uses a base word and affix system and they use metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives. Students identify textual features such as salutations, conversation markers and sequencing devices. They know that spoken and written forms of Indonesian can vary, for example, the elision of pronouns and some verbs in speech. They identify when language changes according to people and their relationships, such as informal language with friends (for example, *kamu, nggak, hebat*) and formal language with teachers and adults (for example, *Anda, tidak, baik sekali*). Students make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with Indonesian language and culture.

Years 9 and 10

The nature of the learners

Students have prior experience of learning Indonesian 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 Indonesian may feature in these.

Indonesian language learning and use

Learners engage with a range of texts in Indonesian. They need opportunities for both prepared and spontaneous language use, such as giving presentations, using captions and visual supports. Learners interact with others such as in conversations, interviews and correspondence, and in shared experiences such as games and excursions. They engage in individual and collaborative writing for public purposes, such as a debate or performance, and interact with Indonesian peers such as through information and communication technologies such as SMS, social networking sites and Skype. They create bilingual texts for peers and the wider school community, such as short stories, role-plays or skits, posters, articles or videos.

Learners need explicit instruction to understand new grammar such as embedded clauses and object-focus construction. They need opportunities to recognise patterns and rules, analyse texts, and make connections between language and culture. They consider the power of language to achieve particular effects and influence people, including themselves. They develop a metalanguage for comparing and contrasting aspects of language and culture, and reflecting on their own language and culture.

Contexts of interaction

The language class remains the main context of interaction for learning and using Indonesian, including interacting with a wide range of texts and people, such as teacher assistants and exchange students, and with peers in Indonesia using communication technologies. They may also encounter Indonesian in the wider community, such as in the media, film festivals, community events, guest speakers or in-country travel.

Texts and resources

Learners engage with language learning texts such as textbooks and online materials. They have increased exposure to authentic texts such as films, stories, songs, announcements, television programs, magazines, websites, blogs, video clips and social media texts.

Features of Indonesian language use

Students are learning to recognise differences in spoken and written Indonesian, as well as formal and informal language. They are developing understanding of the affixation system of Indonesian and learning to appreciate the importance of passive voice, religion, and a collectivist worldview that is evident in language use.

Level of support

Learners need opportunities for independent learning such as researching a topic of interest, and monitor their language learning needs and progress such as through a journal or folio. They analyse and reflect on texts and intercultural experiences, and may require models when constructing their own texts. While learners may seek teacher feedback, they also need to develop autonomous learning practices such as the use of dictionaries and mnemonic devices.

The role of English

Learners use Indonesian for daily interaction, discussion and exchanges with the teacher and peers. They may use English for debate, discussions and reflection on complex and abstract ideas that are beyond their linguistic range in Indonesian. English provides a reference point for comparing and contrasting their knowledge of Indonesian and understanding the nature of language and culture, including their own.

Years 9 and 10 Content Descriptions

Communicating

Socialising

Share personal opinions and experiences with peers, comparing aspects of teenage life such as relationships, events and aspirations
[Key concepts: youth, relationship; Key processes: exchanging, comparing]

(ACLINC103)



Elaborations

- interacting with peers to share experiences of and opinions about teenage life, such as responsibilities, relationships and aspirations, for example, *Tugas saya mencuci piring setiap malam; saya dilarang ke luar sesudah jam sepuluh malam, kami cuma makan makanan yang halal*
- exchanging with peers aspects of own identity and personal world, for example, describing significant events such as a recent party, childhood holidays, school highlights, influential figures or milestones
- developing relationships with peers by exchanging views and expressing empathy and well-wishes, for example, describing views of particular people or events (*Yang paling disukai...*), wishing others well (*harap segera sembuh, semoga sukses*) and experimenting with informal language where appropriate, for example, *cowok itu cakep banget*
- debating issues and discussing personal views on topics such as education, relationships, environment, sustainability, employment, self-image, health and music, for example, *Pada pendapat saya...; Dari pihak saya; saya kurang setuju karena...; Walaupun demikian...*
- ✿
- participating in conversations, using strategies to sustain interactions, such as asking for repetition, clarification or confirmation (for example, *Bisa diulang Bu?, Saya kurang mengerti*), and inviting further exchange, for example, *Bagaimana pendapatmu terhadap...?*

Interact with others to make decisions and solve problems when making plans or obtaining goods or services
[Key concept: consumption; Key processes: negotiating, collaborating]

(ACLINC104)



- arranging social events by planning, negotiating and deciding with peers, and creating associated texts such as invitations and posters, for example, planning a class party, an Indonesian meal or activities for languages week
- planning and completing tasks involving authentic or simulated transactions, such as planning a holiday, purchasing goods, making a recipe, or texting a friend to send photos of a recent event
- participating in scenarios related to travelling or living in Indonesia, for example, living with a host family, seeking medical treatment, purchasing souvenirs or using transport
- applying for services or opportunities such as student exchange programs, scholarships or fundraising, explaining reasons for doing so

Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement
[Key concept: mutual respect, negotiation; Key processes: discussing, clarifying]

(ACLINC105)



- contributing to collaborative interactions such as creating a newsletter, setting up a display or hosting an event, negotiating roles and responsibilities
- interacting in class routines by apologising, clarifying, requesting and advising, for example, *maaf, saya belum mengerjakan PR, tanggal berapa tes?, Apa maksud Ibu?, Harap pelan-pelan, lebih baik kalau..., hati-hati ya*
- participating in class discussions (for example, *mengapa kamu pikir begitu?, saya rasa, menurut pendapat saya, kalau saya tidak salah*) and making connections with contributions from others, for example, *saya setuju dengan....karena..., Pengalaman saya juga begitu...*

Informing

Elaborations

Engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms

[Key concepts: perspective, representation, concepts from other learning areas; Key processes: analysing, inferring, researching]

(ACLINC106)



- locating specific ideas and information about youth and environmental issues or ideas related to geography, history, health or science in texts such as advertisements, video clips, job vacancies, reports, magazine articles, reviews and graffiti, and presenting ideas and information to others
- listening to texts such as advertisements, announcements, interviews and conversations to gather details and use these in own texts, for example, inviting a friend to an event based on a radio advertisement or creating a profile based on an interview with a celebrity
- researching aspects of Indonesian society, history and culture (for example, religious beliefs and practices such as *naik haji*, *Idul Fitri* or *ogah-ogah* parade; sports such as *bulu tangkis*, *pencak silat* or *lompat batu*; or prominent historical figures such as *Kartini* or *Sukarno*) by gathering information from texts and exchanges with Indonesian peers and adults
- critically analysing texts such as commercials, websites and brochures that show different representations of Indonesian culture, and reflecting on key messages, for example, *mari kita*, *kita semua*, *kesatuan*, *masyarakat*, *gotong-royong*, *beraneka macam*, *Nusantara*, *keluarga besar*, *kerja sama*

Convey factual information and opinions in texts such as reports and displays using graphics and multimedia tools

[Key concepts: fact, opinion; Key processes: constructing, presenting]

(ACLINC107)



- conveying information to an Indonesian audience to describe aspects of Australian culture such as the physical environment, celebrations and cuisine, or to explain expressions such as 'the bush' or 'fair go'
- explaining to others a procedure or practice, for example, a recipe, the rules of a sport or board game, instructions on keeping a pet/animal, or fashion tips
- presenting a report on an issue, recent event or public figure, using graphics to support meaning, for example, *Film terbaru....*; *Olimpiade...*; *Gunung api meletus lagi*
- conveying information about topics of personal interest such as in health, technology or the arts, and aspects of Indonesian culture such as *jamu*, *agama*, *sihir* or *pencak silat*, by producing displays or (multimedia) presentations with commentary, subtitles or captions, for example, *Menurut informasi ini...*

Creating

Elaborations

Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects

[Key concept: imagination; Key processes: adapting, comparing and contrasting; Key text types: script, song/poem, story, video]

(ACLINC108)



- listening to, reading and viewing songs, stories, television programs and films with subtitles, and responding by expressing views, for example, *saya rasa, yang sangat menakutkan...*
- responding to texts by modifying key aspects, for example, creating a new scene, continuing the story, acting out a scene, or re-creating a video clip using parody
- comparing and contrasting different creative forms such as *pantun*, *wayang orang/kulit/golek*, *ketoprak* or *sinetron*, and considering how ideas and cultural values are represented, for example, *Semar bersifat cerdas*
- reading stories such as folktales and discussing ideas and values conveyed (for example, attitudes towards greed, jealousy or loyalty), and considering how these relate to contemporary society and own culture

Create a variety of texts to express imaginary people, places and experiences, drawing on aspects of personal and social world

[Key concepts: journey, adventure, emotion; Key processes: narrating, sequencing; Key text types: story, game/show, comic]

(ACLINC109)



- composing own texts such as film posters, comics or short stories with imaginary people, places or experiences, for example, setting a story in the past or future, creating a new species, space travel, inventing a superhero, detective or alter ego
- creating a range of texts to entertain others, such as songs and video clips, skits, graphic stories, children's books and cartoons
- composing, performing and recording creative works, including experimenting with Indonesian forms, such as a *wayang* performance about a recent event, a rap song about a celebrity or famous person, a *sinetron* or talent/game show, or a *dongeng* about morals

Translating

Elaborations

Translate informative and imaginative texts from Indonesian to English and vice versa, comparing own interpretations with others and discussing what differs and why

[Key concepts: equivalence, representation; Key processes: translating, comparing]

(ACLINC110)



- translating texts such as signs, announcements, notices, songs, advertisements, or extracts from stories and films, and then comparing own translation with peers', discussing differences between versions and considering reasons for these
- analysing texts for culture-specific terms and expressions (for example, *masuk angin*, *kerok*, *nasi sudah menjadi bubur*) and considering how best to represent these in another language
- analysing a familiar text in its translated form (for example, a nursery rhyme, children's story, advertisement or web page translated into Indonesian), noticing what has or has not been effectively translated, and considering what the challenges are and how the text could be improved
- finding ways to represent culture-specific expressions — for example, geography ('suburb', *RW/RT*, *tanah air*), food ('wheat/dairy free', *halal*, *gurih*), and values ('equality', *gotong royong*) — such as by adding a brief description or explanation, for example, '*pendopo*, a kind of outdoor meeting area or pavilion'
- using print dictionaries and electronic translators to support the translation process, including doing 'back translations', noticing when a word or expression does or does not translate readily and considering why

Create bilingual texts for the wider community, such as notices and instructions, promotional material, performances and announcements

[Key concepts: interpretation, bilinguality; Key processes: constructing, composing, explaining]

(ACLINC111)



- interacting with Indonesian peers (such as in shared digital spaces, sometimes using Indonesian and sometimes English, to create bilingual texts about particular topics or issues)
- composing and presenting a performance in Indonesian (for example, a *wayang* play or song) for members of the school community, and adding English captions or narration
- creating bilingual texts to inform others in the local community, for example, a poster to announce a lunchtime concert or fundraising food stall, a display for a local venue such as a library or gallery
- creating bilingual texts to convey information and instructions to others, for example, a car park ticket, a health brochure/announcement, or instructions for a computer game

Reflecting

Elaborations

Engage with Indonesian peers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments

[Key concept: intraculturality; Key processes: questioning assumptions, reflecting]

(ACLINC112)



- interacting with Indonesians, noticing social norms and practices such as personal space, gender roles, having a boyfriend or girlfriend, same-sex hand-holding, religious artefacts (*jilbab* and *kerudung* for women, *taqiyah* (skullcap) and *peci/kopiah* for men), and acceptable topics of conversation (for example, *Kamu sudah mandi?*), and considering own reactions to these
- sharing experiences with Indonesian peers through shared digital spaces, text messages and conversations, modifying own language when meaning is not understood, such as explaining an idea or expression that may be culturally specific, for example, *canang sari* (Balinese daily offerings) or 'outback'
- recognising that social values such as politeness can be expressed differently in different cultures, and understanding features of Indonesian etiquette such as avoiding direct refusal; aiming to please by answering a question even if they don't know the answer; expressing gratitude through actions, not necessarily language (for example, limited use of *terima kasih*); and waiting to be invited to eat or drink, for example, *silakan makan/minum*
- monitoring, recording and reflecting on intercultural experiences, examining aspects that were unexpected, comfortable or uncomfortable, successful or unsuccessful, and considering possible reasons for this

Interact with others, monitoring how identity influences intercultural exchange, and reflect on own identity and the diversity of Indonesian identities

[Key concepts: identity, diversity; Key processes: monitoring, comparing, reflecting]

(ACLINC113)



- analysing language choices and gestures used by Indonesian speakers and considering whether or not and how to use these in own communication, for example, using Muslim prayer times to refer to times of the day such as *waktu subuh* (at dawn), *waktu maghrib* (at sunset)
- reflecting on choices made to reveal or conceal aspects of identity when interacting with different people across cultures (for example, *Ibu dan bapak saya sudah bercerai*, *Ini adik tiri saya*, *saya tidak beragama*)
- gathering examples of language/s used by various people in different contexts, including the range of languages spoken by Indonesians, and discussing how the examples reveal aspects of identity
- monitoring own language use and identity across a range of intercultural interactions, such as by using a blog or journal, and considering own views about being a learner and user of Indonesian

Understanding

Systems of language

Elaborations

Recognise pronunciation of compound words and polysyllabic words, and use of rhythm and stress in complex sentences

[Key concepts: fluency, rhythm; Key processes: reproducing, experimenting]

(ACLINU114)



- recognising sounds such as the glottal stop *k* and unexploded *t* at end of words, and sound combinations such as *kh* and *sy*, in words such as *khatulistiwa*, *masyarakat*
 - understanding rising intonation in polysyllabic words (for example, *membersihkan*) and compound words, for example, *kerajinan tangan*
 - recognising and reproducing the rhythm of extended sentences, such as the correct pausing for clauses in a complex sentence, for example, ...*yang sudah diterimanya*, ...
-

Develop knowledge of vocabulary and structure to extend meanings, such as complex verbs, affixation, a range of cohesive devices and object-focus construction

[Key concept: grammatical systems; Key processes: experimenting, applying]

(ACLINU115)



- identifying people by pronouns or titles, for example, *Kepala Sekolah, si* (diminutive) and nicknames
- describing the qualities of people using adjectives of character, for example, *murah hati, bertanggung-jawab*
- indicating possibility, for example, *mungkin, mudah-mudahan, semoga*
- specifying what is being referred to, for example, *yang ini, yang itu*
- understanding embedded clauses using *yang*, for example, *Saya belum berkenalan dengan murid yang baru datang dari Australia*
- indicating equivalence using *adalah*
- indicating action using transitive verbs, *me-* verb system (*-kan* or *-i* suffix) and their object-focus *di-* forms
- showing lack of purpose, for example, *jalan-jalan, duduk-duduk, melihat-lihat*
- relating people and position using prepositions, for example, *kepada*
- comparing things using comparatives and superlatives, for example, *ter-, makin lama..., makin + adjective*
- seeking information using interrogatives and question forms, for example, *mengapa, bagaimana, yang mana, untuk apa/siapa, dengan apa/siapa*
- requesting that others do something for own benefit (*minta, harap, mohon, tolong*); for others' benefit (*silakan*)
- excusing and apologising, for example, *permisi dulu, minta maaf, maafkan saya*
- giving advice with suffix *-lah*, for example, *beristirahatlah, tunggulah, nasehat saya, sebaiknya, seharusnya, jangan*
- showing empathy and well-wishing, for example, *kasihan, harap cepat sembuh, semoga sukses*
- giving opinion, for example, *saya berpendapat bahwa, saya percaya*
- contrasting two ideas using conjunctions, for example, *namun, namun demikian, walaupun begitu, meskipun*
- referring to abstract ideas using affixation and nominalisation, for example, *belajar/pelajar/pelajaran, kerja/mengerjakan/pekerjaan, sakit/penyakit/kesakitan*
- referring to events and time using frequency markers (for example, *sering kali, sekali-sekali, belum pernah, hampir tidak pernah*) and time indicators, for example, *tadi malam, nanti, nanti sore, sekarang, pada masa depan, yang akan datang, waktu liburan yang lalu*
- referring back to something specific using *tersebut*

Develop understanding of textual conventions and how they shape meaning and influence responses

[Key concepts: power, influence, emotion; Key processes: analysing, evaluating]

(ACLINU116)



- analysing how texts are constructed, including cohesive devices such as conjunctions and coherence devices such as time markers
- examining language structures and features used in a range of texts for communicative effect, for example, to persuade, amuse, ridicule, sympathise, challenge, include or exclude, offend or forgive
- using literary devices to enhance ideas and expression in imaginative texts, for example, metaphor (*adalah*) and simile (*sama dengan*, *seperti*, *bagai*)
- analysing and comparing textual features across cultures, for example, the convention of apologising at the opening and closing of formal Indonesian speeches, and showing humility in an Indonesian job application
- understanding the prevalence of acronyms (for example, *ultah*, *penjaskes*, *narkoba*), and their use for convenience

Language variation and change

Elaborations

Develop awareness of register, comparing language choices and considering how and why language varies in formality

[Key concepts: formality, register; Key processes: observing, analysing]

(ACLINU117)



- observing that Indonesians are typically multilingual and regularly shift between languages according to context, for example, use of *Bahasa gaul* among teenagers, *bahasa daerah* with local community, and *bahasa baku* in formal communication
- identifying levels of formality or register of language used in texts and explaining reasons for this, for example, the use of formal language when talking to people in authority to show respect, the use of informal language in commercials to create a sense of familiarity
- examining variations in language used in face-to-face and written/online communication, particularly noticing colloquial language and how it differs from standard forms, for example, *kasih aku coklat, dong*; *boleh minta coklat, Bu*
- making connections between aspects of language use and the identity of participants, for example, Muslim expressions such as *Insya' Allah*, *Puji Tuhan*, *Syukur*, *Alhamdulillah*

Recognise how Indonesian impacts and is impacted by social, political and cultural changes, such as new information and communication technologies

[Key concepts: impact, power, technology; Key processes: analysing, discussing]

(ACLINU118)



- recognising how and why a language may borrow vocabulary and expressions from other languages, particularly when adopting new products and practices, for example, English terms for technology adapted to Indonesian grammar (*nge-lunch, meng-upload, ngopi, memfotokopi*), and the use of texting language for convenience and humour
- analysing word borrowings in Indonesian, such as from Arabic (*Assalam alaikum*), English (*teknis, format*), Dutch (*rekening, wortel, kantor*), Sanskrit (*bahasa, belanja*), Tamil (*roti, mangga*) and Javanese (*alon-alon asal kelakon*), and exploring borrowings in Aboriginal and Torres Strait Islander languages from languages in Indonesia, such as the use of Makassan terms in Yolngu (*balanda, rupiah*)



- understanding that cultures are constantly changing and consist of multiple subcultures with distinctive language practices such as family sayings and teenage slang, for example, *nongkrong, gebetan, cowok/cewek*
- investigating how the language of texts in public spaces, such as signs and graffiti, can reflect opinions, values and beliefs, including controversial or political ideas, for example, *reformasi*

Role of language and culture

Elaborations

Understand the role of language and culture in shaping and conveying cultural identity, including the multiple languages and cultures both in Indonesia and in Australia

[Key concepts: multiplicity, language ecology; Key processes: exploring, reflecting, explaining]

(ACLINU119)



- examining the link between language and cultural values in Indonesia, for example, concepts of community (*komunitas, keluarga besar [company name], rakyat, masyarakat*) and working together/reciprocating (*saling membantu, saling mengerti, gotong royong, bertenggang rasa*)
- understanding how language reflects specific cultural ideas, such as social organisation (for example, *kelurahan, bapak camat, bupati, kabupaten, propinsi*), as well as values, such as deference and humility, for example, *numpang tanya Pak, minta maaf, kalau saya tidak salah*
- recognising that cultural values, customs and practices are constantly changing and are evident in language use, for example, the use of kinship terms to refer to people who are not blood relations (*Saudara, Paman, Tante, Mas, Mbak*)
- appreciating that language use can reflect and express cultural identity; that multiple languages exist in both Indonesia and Australia, including Indigenous languages; and that many people are multilingual and value this capability as an integral part of their identity



Years 9 and 10 Achievement Standard

By the end of Year 10, students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions such as *Bagaimana*, *Mengapa* and *Untuk apa?* In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of *me-* verbs, pronouns, and noun forms such as *ke-an*, *pe-* and *pe-an*. They apply knowledge of textual features such as salutations, sequencing, and persuasive and emotive language to comprehend and create public texts. Students use embedded clauses with *yang* to expand ideas, and create cohesion and interest by using conjunctions such as *misalnya*, *seperti*, *termasuk* and *yaitu*. They refer to the past (for example, *yang lalu*, *dulu*), present (for example, *sedang*, *sedangkan*, *sambil*, *sementara*) and future (for example, *akan*, *mau*, *kalau*, *besok*, *masa depan*). Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions, for example, *maaf*, *mohon diulang*, *saya kurang memahami*, *oh, begitu! dan kamu?*, *dengan siapa?* *Maksud saya*, *anu*. They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They describe their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and how they may be perceived by others.

Students know that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. They know that language use varies according to context, purpose, audience and mode, and that languages change over time. They identify colloquial forms (for example, *banget*, *cowok*) and make connections between these and their formal counterparts (for example, *gimana?/Bagaimana?*; *kalo/kalau*; *nggak/tidak*). They use metalanguage to discuss features of language, texts and grammar such as object-focus construction. They know affixation rules for forming verbs (for example, *me-kan*, *me-i*) and nouns (for example, *pe-*, *pe-an*, *ke-an*) and apply this to predict and decipher meanings, including using bilingual dictionaries effectively. Students know that Indonesian borrows from other languages, including local and foreign languages. They make connections between aspects of culture in language use such as terms for artefacts (for example, *kris*, *andong*), practices (for example, *minum jamu*, *batik/ikat*), ideas (for example, *halus/kasar*) and values (for example, *sopan/tidak sopan*, *rendah hati*).

The Australian Curriculum Languages - Italian

Overview

Context statement

The place of the Italian language and culture in Australia and the world

Italian, also known as Standard Italian or *italiano standard*, is the official language of Italy, the Vatican City, San Marino and parts of Switzerland. It is also an official language of the European Union, and a major community language in countries such as Australia, Luxembourg, the United States, Canada, Brazil, Uruguay and Argentina, and in parts of Africa.

Italian is, and has been for many years, one of the major community languages in Australia.

The place of the Italian language in Australian education

Italian has been taught in Australian schools and universities since the 1930s. Initially it was offered alongside French and German as a 'language of culture', and Italian curricula borrowed a strong literary and grammatical emphasis from the precedent of Latin. Italian was an important area of academic study providing access to the rich literary, musical and artistic heritage of Italy, with less attention paid to actual communication or contemporary culture. The distance between this academic approach to Italian learning and the real-world experiences of Italian-speaking communities was considerable.

In addition to the presence of Italian learning in schools, in the 1960s the Italian community established extensive Saturday morning schools to provide Italian language learning for their children. In the 1980s, Italian learning and teaching in Australia increased significantly, especially in primary schools, as a result of policies supporting multiculturalism, in particular the release of the *National Policy on Languages* (1987), which strongly promoted linguistic and cultural pluralism. In this decade, Italian community organisations established 'insertion' programs, hosted within regular day schools, to supplement the weekend and after-hours classes directly run by communities. This coincided with a new emphasis in all language teaching and learning on linking school language learning directly to language use in communities, moving away from traditional grammar- or literature-oriented to more communicatively oriented programs. The focus in these communicative programs was on learning language for use in 'real' everyday interactions.

The nature of Italian language learning

Italian belongs to the Romance family of languages and is closely connected to its 'sibling' languages of Spanish, Portuguese and French. It also has many commonalities and connections with English, sharing many Latin-derived words and using the same Roman alphabet. The meaning of many Italian words can be instantly recognised through their similarity to English. There are points of difference between Italian and English grammars — for example, variations in word order, tense use, the use of articles, and the gendering in Italian of nouns and adjectives — but overall the Italian language is not linguistically or culturally 'distant' for English-speaking learners. Phonologically, Italian is relatively accessible to the English-speaking learner. It is a mostly phonetic language, pronounced generally as it is written, which is especially helpful in the development of listening and speaking skills. There is clear emphasis on all syllables, and intonation follows regular rhythms and patterns.

As Italian is widely spoken in Australia, many opportunities exist to hear and use the language in real-life situations, as well as through the Italian media in Australia and in actual and virtual connections with Italian communities in Italy and beyond.

There are also regional dialects of Italian that are used in local contexts both in Italy and beyond. Some students may bring their experience of the use of regional dialects to the Italian classroom.

The diversity of learners of Italian

Learners of Italian in Australian schools come from a wide range of backgrounds, and include learners for whom this represents a first experience of learning Italian; learners who have existing connections with Italian, most directly as background Italian speakers, as second- or third-generation Italian Australians; and learners who may have experience in a related variety of Italian or another Romance language.

The Australian Curriculum: Languages — Foundation–Year 10 Italian is pitched to second language learners as the dominant group of learners of the Italian language in the Australian context. Teachers may use the Italian F–10 curriculum to cater for learners of different backgrounds by making appropriate adjustments.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Italian are available as PDF documents.

Languages - Italian: Sequence of content

Languages - Italian: Sequence of Achievement - F-10 Sequence

Languages - Italian: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum Languages - Italian Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Children enter the early years of schooling with established communication 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 Italian language and culture.

Italian language learning and use

Students use Italian for social interactions such as greetings, asking and answering simple questions, responding to instructions, singing songs, and taking turns in games and simple shared tasks. The focus is on listening to the sounds, shapes and patterns of Italian through activities such as rhymes, songs, clapping and action games. Repetition and recycling help children to identify frequently used words and simple phrases, and to recognise the purpose and intention of simple texts. They identify and use Italian non-verbal communication strategies and experiment with formulaic expressions and one or two-word responses to prompts and cues. Through creative play and action-related talk, children begin to notice that language can behave differently in different situations and that Italian speakers communicate in some ways that are different from their own. Students are encouraged to notice that they are part of a connected world which includes many languages and cultures, and they begin to become aware of themselves as communicators in particular cultural contexts and communities.

Contexts of interaction

Children interact with each other and the teacher, with some access to wider school and community members. Virtual and digital resources provide access to additional Italian language and cultural experiences, connecting learners' social worlds with those of Italian-speaking children.

Texts and resources

The transition from spoken to written language is scaffolded through shared exploration of simple texts and language features. Children progress from supported comprehension and a small number of high-frequency and personally significant sight words and phrases to more elaborated simple texts which include a context, purpose and audience. They use grapho-phonetic, grammatical, cultural and contextual cues to comprehend texts and communicative interactions. Writing skills progress from labelling and copying words, to writing simple texts using familiar vocabulary, and language structures and features. Written texts that students experience include children's stories, big books, descriptions, recounts and labels.

Features of Italian language use

Students focus on the sounds of the alphabet, in particular the vowel sounds, and 'c' (*ciao*) and 'ch' (*Chi?*), and on intonation patterns and the use of accents. Students are also introduced to nouns and pronouns. They learn simple sentence structure using subject–verb–object order as well as how to form questions. They explore the idea of masculine and feminine gender, how to use singular and plural forms, the negative form *non* and the placement of adjectives.

Level of support

Students' learning is highly experiential and activity-related, and is supported by the use of concrete materials and resources, visual supports, gestures and body language. Scaffolding includes modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cues, feedback and encouragement.

The role of English

Children are encouraged to use Italian whenever possible. They use English to talk about differences and similarities they notice between Italian, English and other known; about how they feel when they hear or use Italian; and about how they view different languages and the people who speak them. English is used by both the teacher and learners for talking about the language and about learning, and for noticing, questioning and explaining.

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play

[Key concepts: self, family, friendship; Key processes: participating, playing, observing]

(ACLITC001)



Elaborations

- using simple greetings relevant to the time of day, the celebration or event, and their relationship to the person, for example, *Ciao! Buongiorno! Arrivederci! Tanti auguri! Buona Pasqua. Buon Natale*
- introducing themselves, for example, *Come ti chiami? Mi chiamo ..., e tu? Quanti anni hai? Ho sette anni, e tu? Come stai?*
- naming family members and friends, for example, *mio fratello Carlo; il papà Tom*
- understanding single words and simple phrases, and indicating comprehension through actions such as pointing to an object, selecting a picture card or flashcard to demonstrate the phrase heard, and matching games in digital form, for example, personal objects: *la cartella, la bambola, la palla*; school objects: *il quaderno, la matita, i colori, il banco*; toys and games: *il treno, la bicicletta*
- indicating possession (as set phrases), for example, *la mia penna, il mio cane, il mio papà, la mia mamma*
- answering simple questions with short spoken and written responses and using flashcards, word lists, posters, photos and multimedia slides, for example, *Quanti anni hai? Hai un animale?*
- talking about and describing people and belongings, using familiar formulaic expressions, for example, *Questo/a è,. Ecco il mio pallone*
- talking about simple actions in the present tense, for example, *Gioco a football, Mangio la pizza*
- using formulaic phrases, for example, *Grazie! Prego. Scusa. Per favore. Bene. Molto bene. Perché? Buon appetito!*
- expressing satisfaction/dissatisfaction, for example, *Sì; no; mi piace; non mi piace*
- copying words and reading them aloud, matching pictures and words, or choosing from sentences provided to express ideas, for example, *È Marco. È grande. È bravo*
- imitating Italian speech, using Italian patterns of intonation, pronunciation and stress, and incorporating appropriate gestures and body language

Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song

[Key concept: exchange; Key processes: sharing, deciding together]

(ACLITC002)



- contributing to collective activities such as creating a class vegetable garden or photo display of a recent excursion or visit, by labelling and illustrating
- contributing to guided, shared decisions, such as about a classroom display or a class party, for example, *mi piace il rosso; io porto i biscotti*
- playing games, for example, counting games, sorting and order games, number games, *tombola*
- making simple choices, based on given options, for example, *Vuoi leggere questo? Giochi dentro o fuori?*

Participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling

[Key concept: exchange; Key processes: exchanging, describing]

(ACLITC003)



- participating in a guided role-play in a shop or at the market, for example, *una banana per favore... ecco ...; un gelato per favore; Ecco il gelato*
- selecting between given options relating to foods, toys or classroom items, for example, *Posso avere ...? Vuoi ...? Cosa vuoi? Voglio una pesca. E tu, cosa prendi?*

Participate in classroom routines, games, instructions and shared activities

[Key concepts: routine, play, sharing, reward; Key process: expressing preferences]

(ACLITC004)



- responding to classroom instructions, for example, *In piedi!, Seduti! In cerchio! Insieme. Qui. Attenzione! Non parlare, silenzio; alza la mano*
- using Italian for everyday classroom routines, for example, morning greetings or roll call, *Ciao! Presente/assente*; birthday song, *Tanti auguri*
- using simple gestures to add emphasis to expressions such as *sì, no, bene!, così così*
- participating in class activities and following instructions, for example, *Siediti/Sedetevi, per favore. Apri il quaderno. Chiudi la porta, Tira la palla*

Informing

Elaborations

Locate specific items of information in texts using early literacy skills

[Key concepts: text, observation, number, meaning; Key processes: noticing, decoding, selecting]

(ACLITC005)



- participating in shared reading with the teacher, using contextual and visual clues such as illustrations in resources such as big books or digital books to decipher meaning
- demonstrating understanding by using early literacy skills such as labelling, naming, pointing, matching, clicking and dragging, describing, drawing, tracing and miming
- identifying words in written Italian
- responding to questions eliciting specific details about participants, objects (size, colour) or events, for example, *C'è il gatto? Sì/no. C'è il treno? Sì/no. È verde? Sì/no. Il treno è rosso? Sì/no. La pasta è buona? Sì/no*

Give factual information about known people, everyday objects, family celebrations and personal experiences
[Key concepts: self, ownership/possession, celebration; Key process: conveying information]

(ACLITC006)



- giving descriptive information using simple structures, for example, *È la mia mamma. La mia mamma è alta. È il cane. L'uccello ha il becco*
- identifying the main idea or describing an event based on images, for example, naming what they see (*la festa, la scuola, lo zoo, la spiaggia, l'estate, il picnic*)
- participating in 'show and tell', for example, *Questa è la mia bambola. Si chiama Teresa*
- sequencing pictures to describe events, guided by the teacher
- describing aspects of their immediate world by drawing and writing captions, such as:
 - people, for example, *Ecco la mamma/mio fratello; È la mamma, Mario è il mio amico*
 - objects, for example, *Ho dieci matite. Ho la bambola, Si chiama Belinda*
 - family celebrations, for example, *Oggi è il compleanno della nonna. Tanti auguri, nonna!*
 - places, for example, *La casa di Tina è grande*

Creating

Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression

[Key concepts: story, imagination, response, character; Key processes: participating, responding, predicting, performing; Key text type: narrative/story]

(ACLITC007)



Elaborations

- participating in shared reading of books and digital texts, and deciphering the meaning of a story using illustrations, sounds and animation
- making predictions about characters and plot from the cover and illustrations, and at various points in the text before reading on
- illustrating a shared class big book, for example, *È un uccello. È verde. L'uccello vola. La farfalla è gialla. La rana è verde. La zebra è bianca e nera*
- sharing feelings about a book/video clip by participating in simple 'reviews', writing their names under one of the following statements: *Mi piace; Mi piace molto; Non mi piace*
- taking on the persona of a character through play
- reciting and performing chants, rhymes and songs, adding music and actions to support meaning of their own performances, for example, the *farfallina* counting rhyme: *Farfallina bella bianca, vola vola e mai si stanca, vola vola sempre in su, farfallina non c'è più; resti fuori proprio tu*

Create stories and perform imaginary experiences

[Key concepts: performance, expression; Key processes: miming, performing]


(ACLITC008)





- drawing illustrations and using captions, for example, making a big book or photo story, as guided by the teacher
- performing an imagined event to entertain others
- matching or sequencing pictures to create a story


Translating

Elaborations

<p>Share with others what they can express in Italian, and explain how meanings are similar or different</p> <p>[Key concepts: code, translation; Key processes: comparing, explaining]</p> <p>(ACLITC009)</p> 	<ul style="list-style-type: none"> identifying when Italian or English is being used in the classroom comparing Italian and English songs and rhymes, noticing similarities and differences, for example, in numbers, in some words for family, animals and toys explaining to others the meanings of particular words and when they are used, for example, <i>ciao</i> demonstrating and explaining specific gestures used in Italian
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<p>Create a personal or shared record of 'interesting' words in Italian</p> <p>[Key concepts: similarity, difference; Key process: comparing]</p> <p>(ACLITC010)</p> 	<ul style="list-style-type: none"> collecting Italian and English words that are the same (for example, <i>banana</i> or similar, for example, <i>pigiama</i>) collecting Italian words used in English, for example, <i>ciao</i>, <i>opera</i>, <i>pasta</i>, <i>spaghetti</i> creating a picture dictionary
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Reflecting	Elaborations
<p>Begin noticing what is 'new' or 'interesting' in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use</p> <p>[Key concepts: self, other, respect; Key processes: noticing, identifying]</p> <p>(ACLITC011)</p> 	<ul style="list-style-type: none"> viewing images of home, school and neighbourhood in Italy and Australia, and choosing from word lists to express reactions noticing, recalling and responding to teacher prompts, such as <i>Cosa vedi? Cosa pensi di ...?</i> noticing similarities and differences in language use in Italian and English expressing reactions to using Italian, for example, 'I like it when ...' or 'That word sounds like ...'
<p>Identify and describe aspects of self in relation to others</p> <p>[Key concepts: family, self, identity; Key processes: connecting, relating, observing]</p> <p>(ACLITC012)</p> 	<ul style="list-style-type: none"> recognising themselves as belonging to groups (for example, my friends, my Italian class, my school, my family, my community), and noticing the different languages that are spoken by friends in their class, for example, <i>Sono australiano. Parlo inglese e cinese</i>

Understanding	
Systems of language	Elaborations
<p>Reproduce the sounds of the Italian language (ACLITU013)</p> 	<ul style="list-style-type: none"> learning to reproduce Italian sounds and intonation patterns through imitation, repetition and experimentation pronouncing the Italian alphabet, particularly vowel sounds, rolled 'r', the 'c' as in <i>ciao</i> and the 'ch' as in <i>chi?</i>, noticing similarities and differences with English noticing that words which have accents stress the final letter, for example, <i>papà</i>, <i>città</i>

Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives (ACLITU014)



- noticing definite and indefinite articles with nouns, for example, *la casa, una casa; il giardino, un giardino*
- noticing that Italian words end mostly with vowels to mark gender and number; observing that some words which do not end with a vowel are the same in English, for example, *computer, robot, yogurt, sport*
- noticing that adjectives are used to describe people, objects or places and are usually placed after the noun, for example, *la penna rossa*
- observing gender in patterns of naming, for example, *Paolo/Paola, Alessandro/Alessandra*
- exploring how to use singular and plural forms
- understanding different words for asking questions, for example, *Chi? Quando? Quanti?*
- identifying people using pronouns, for example, *io, tu, lui, lei*
- noticing that the verbs *essere* and *avere* are used when giving personal information about state or identity, for example, *Ho due fratelli, sono basso, Ho 6 anni, Ho gli occhi verdi, sono alto*
- learning simple verbs to describe actions and using them in formulaic expressions, for example, *Mi piace cantare/giocare; Ti piace questo giocattolo?*
- understanding and responding to imperatives, for example, *Vieni qui!*
- learning the structure of simple statements and questions based on models, for example, *Io sono Anna. Non sto bene. È un gatto? Sicomptue è un gatto*
- expressing negation, for example, *Non mi piace, Non ho un cane.*

Understand that language is organised as texts (ACLITU015)



- joining words or phrases using conjunctions, for example, *e*
- recognising features of text types such as stories and letters

Language variation and change

Elaborations

Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day (ACLITU016)



- learning to choose which form of address or greeting to use, according to gender and the relationship between participants, for example, using first names with peers (*Ciao Isabella*) but greeting the teacher with *Buongiorno signora*; using *Caro/Cara* in greeting cards
- understanding that greetings vary according to the time of day or the occasion, for example, *Buongiorno, Buonasera, Buon compleanno*

Recognise that Italian and English borrow words from each other (ACLITU017)



- noticing words in Italian that are the same as in English, for example, *computer*, *sport*
- noticing Italian words and phrases used in everyday life in Australia, for example, in the world of food (*gelato*, *spaghetti*), music (*opera*, *forte*, *piano*) and the arts (*fresco*)
- observing that some of the Italian words which do not end with a vowel are also used in English, for example, *robot*, *yogurt*

Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages (ACLITU018)



- understanding that Italian is the national language of Italy and is spoken in Italian-speaking communities around the world
- experiencing the sounds, texts and images of different languages and cultures to develop an understanding of different languages used in the Australian community
- noticing the different languages used by peers in their class and in their local community

Role of language and culture

Elaborations

Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures (ACLITU019)



- observing through visual and audio-visual resources such as video clips and photos that members of Italian-speaking communities may do everyday things differently to themselves, for example, shaking hands, kissing on cheek, starting a meal with *Buon appetito*
- responding to guiding questions through which they reflect on experiences, such as greeting and socialising with others, or discussing aspects of school routines or family life, for example, What do you think about this? How would it feel if you were there/doing that? How do you feel about ...? Is it the same or different in Italy and Australia?
- understanding that culture influences representations of sounds such as those made by animals, for example, *bau bau* (dog), *pio pio* (chicken), *gru gru* (pig)

Foundation to Year 2 Achievement Standard

By the end of Year 2, students use Italian to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate simple words and phrases. They respond to familiar games and routines such as questions about self and family (for example, *Come ti chiami? Dove abiti?*), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?* They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace*), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'c' and 'ch' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They make meaning using paralinguistic and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Ho sei anni. Sono bravo. Il gelato è buono.*

Students know that Italian is the national language of Italy. They identify the 21 letters of the Italian alphabet. They know that simple sentences follow a pattern, and that nouns require an article and are gendered either masculine or feminine. They demonstrate understanding of the different ways of addressing friends, family and teachers/other adults. They identify patterns in Italian words and phrases and make comparisons between Italian and English. They know that languages borrow words from each other and provide examples of Italian words and expressions that are used in various English-speaking contexts. They identify similarities and differences in the cultural practices of Italians and Australians. They understand that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture.

Years 3 and 4

The nature of the learners

At this level, children are developing awareness of their social worlds and of their memberships of various groups including the Italian class. They are developing literacy capabilities in English, such as writing in the Roman alphabet, which assists to some degree in learning Italian. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Italian language learning and use

The development of oral proficiency requires rich language input in different modes and from different sources. Children develop active listening skills and respond through action-related talk. They strengthen their comprehension skills, using contextual and grammatical cues as well as phonic and non-verbal cues. The language they encounter is authentic, with modification when necessary, involving familiar vocabulary and simple structures. Children are supported to use the language themselves in familiar contexts and situations, such as exchanging simple ideas and information, negotiating predictable activities and interactions, and participating in shared tasks, performance and play. They continue to build vocabulary which can be adapted for different purposes, and to control simple grammatical forms to communicate in familiar contexts.

Contexts of interaction

The contexts in which learners interact in using and learning Italian are primarily local: the classroom, school, home and community, with some access to wider communities of Italian speakers and resources through virtual and digital technologies.

Texts and resources

Children develop literacy skills and textual knowledge through supported interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts (such as picture books, stories, puppet plays, songs and games) engage the expressive and cultural dimensions of language. Procedural, informational and descriptive texts (such as negotiated classroom rules, planned activities, and family and class profiles) encourage students to use language to 'get things done'.

Features of Italian language use

Students experiment with pronunciation and intonation in Italian, noticing similarities and differences with other familiar languages. They focus on structures and grammatical rules such as those relating to the use of possessive pronouns, prepositions and negation. They extend their knowledge of definite and indefinite articles, and of gender and singular/plural forms.

As they encounter Italian language and culture they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating. This leads to exploring concepts of commonality and difference, and of identity, and to thinking about what it means to speak more than one language.

Level of support




Children's grammatical knowledge and accuracy in spoken and written Italian are developed both through form-focused activities and through opportunities to apply this knowledge in meaningful task activity, as they build their communicative skills, confidence and fluency. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete tasks; make time for experimentation and drafting; and provide support for self-monitoring and reflection.

The role of English

The use of English, when appropriate, provides support opportunities for discussion and exploration of ideas which help children to build a conceptual frame and metalanguage for talking about language and culture, and about their experiences as learners moving between languages and cultures.

Years 3 and 4 Content Descriptions

Communicating

Socialising	Elaborations
<p>Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home [Key concepts: routine, home; Key processes: describing, interacting, responding]</p> <p>(ACLITC020)</p> 	<ul style="list-style-type: none"> exchanging personal information and responding to questions about self, family, leisure, neighbourhood, daily experiences and food, for example, <i>Da dove vieni? Da Torino. Sono italiano, e tu?; Chi sei? Chi è ...? Sono ..., e tu?; Lui/lei è ..., ...è mio padre. Questo/a è ..., e questo/a? È mio fratello. Dove abiti? Abito in via.../a ..., e tu?</i> describing self and friends, for example, <i>Sono biondo/alto/grasso; ...è bruno; ... è giovane, ... ha gli occhi/il naso/la bocca + adjective</i>, for example, <i>Il nonno è simpatico, Ha gli occhi molto grandi</i> describing location, for example, the position of objects in the home (<i>Il vaso è sopra il tavolo; l'albero è a sinistra; l'auto è dentro il garage</i>) describing things and routines, for example, <i>La camicia è rossa/nuova/piccola. A pranzo mangio ..., bevo ...</i> describing time, including days of the week and months, as well as <i>ieri, oggi, domani, ora, dopo; Che ore sono? Sono le ... Quando? Venerdì, Alle dieci</i>
<p>Participate in collaborative action in class experiences and activities [Key concepts: occasion, community; Key processes: describing, inviting]</p> <p>(ACLITC021)</p> 	<ul style="list-style-type: none"> participating in organising a shared lunch in Italian (for example, <i>Who will bring what? Who will invite parents? Facciamo un dolce. Chi porta lo zucchero? Chi porta le mele?</i>) or a shared performance for assembly or guests, for example, <i>Ti piace? Chi dobbiamo invitare? Facciamo un poster</i> creating invitation cards for a party, performance or class event, for example, <i>Caro...Vieni alla nostra festa/recita/riunione! Il giorno...Alle oreLuogo/Presso</i> following procedures and instructions together, for example, recipes such as <i>una macedonia di frutta</i>, or making a model of an Italian garden or piazza
<p>Participate in everyday transactions to obtain goods [Key concepts: need, desire; Key processes: deciding, negotiating]</p> <p>(ACLITC022)</p> 	<ul style="list-style-type: none"> writing a shopping list based on resources such as online supermarket catalogues, and doing the shopping in a real or simulated situation requesting goods, for example, <i>Posso avere un gelato? Posso avere il pennarello?</i> participating in a visit to the local market to buy ingredients for making <i>minestrone</i>, or participating in ordering food at the school canteen, for example, <i>Io prendo un panino con il formaggio. E tu, cosa prendi?</i>

Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting
[Key concepts: collaboration, school life; Key processes: negotiating, discussing, connecting]

(ACLITC023)



- asking permission, for example, *Posso? Posso prendere/fare/parlare/avere qualcosa? Sì/no. Non è possibile. Non adesso*
- requesting help, for example, *Come? Aiuto, per favore*
- asking how to say or write a word, for example, *Come si dice ...? Come si dice in italiano? Come si scrive ...?*
- asking for repetition, for example, *Non ho capito, Può ripetere?*
- praising and complimenting, for example, *Bravo/a! Ottimo! È bello/molto bello! Esatto!*
- responding to a partner's questions, for example, *Di che colore è la maglia? Qual è il tuo/suo gioco preferito?*
- connecting with and reacting to peer responses, noticing different perspectives

Informing

Obtain and process factual information about people, routines, responsibilities and interests
[Key concepts: routine, events, time; Key processes: identifying, recording, categorising, selecting]

(ACLITC024)



Elaborations

- surveying classmates or responding to questionnaires about likes, interests, routines and activities (for example, *Ti piace ...? Mi piace/non mi piace. Qual è il tuo libro preferito? Qual è il tuo programma televisivo preferito?*), tabulating the results, and presenting information in various forms, such as class profiles, birthday charts or summaries of findings, for example, *Dieci bambini giocano a tennis e tre a basket*
- generating questions such as *Quanti ... A che ora? Dov'è la festa?*
- reading profiles and other information about children in different cultural contexts, in print and digital form
- ordering and categorising information, for example, *cibi sani e cibi poco sani*
- asking and responding to questions that address information such as participants, characteristics of a person, and dates, times and locations of events of interest to the class, for example, *la domenica; il dieci giugno; ha trentasette anni; è alto e forte; è grandissima; ha due ali; abita a Milano*

Give factual information about people, objects, places and events in texts supported by graphics or illustrations
[Key concepts: information, fact; Key processes: describing, presenting]

(ACLITC025)



- creating texts in oral, print or digital form to provide information about:
 - people, for example, *Ha i capelli lunghi e ricci; ha gli occhi neri; fa il farmacista; abita a Napoli;*
 - pets and animals, for example, *Mi piace ... perchè ... Mangia ..., Vive ...;*
 - places, for example, describing pictures and creating brochures of Italian resorts and cities (*questa è Firenze; vedo il Ponte Vecchio, il fiume Arno, la cupola. È molto bella!*)
 - events, for example, describing a party or school celebration (*C'è la Coca-Cola; c'è il regalo e c'è la torta*)
- creating posters to inform others of a special event
- planning and giving short presentations on topics such as holidays, favourite computer games or favourite playground, using a combination of language and images (for example, photos, illustrations, captions, diagrams) to report information

Creating

Listen to, view and read a range of imaginative texts for children, and discuss messages and impressions
[Key concepts: story, drama, message; Key processes: viewing, reading, predicting, describing, discussing; Key text types: narrative, song, poetry]

(ACLITC026)



Elaborations

- experiencing different types of children's texts (for example, *Lo Zecchino d'Oro*, video clips on *Suonolandia* and *RAI Junior*); appreciating elements of humour and drama, use of sound effects, and facial expressions; and responding to the characters and events depicted in the texts, for example, *È strano, È buffo. La storia parla di ..., La canzone parla di*
- presenting the *Pinocchio* and *La Pimpa* stories and commenting on the characters, discussing reasons and consequences (for example, *è disobbediente*); writing messages to their favourite character in a story or children's television program, for example, *Mi piace/non mi piace la canzone/il quadro. Il documentario è interessante.*
- sharing feelings and ideas about texts (for example, *La storia/canzone parla di ...e di ... Non mi piace ...*) and making connections between their own experiences and those of characters and places encountered in creative stories or images
- experimenting with voice to animate characters and using movement/drama to give expression to events in texts, for example, acting out scenes from a story, taking the role of a character

Create short, simple imaginative texts for different audiences
[Key concepts: character, narrative; Key processes: interacting, creating]

(ACLITC027)



- making up rhymes and nonsense phrases in playing with the Italian language
- creating new versions of well-known songs by substituting the words, for example, *Per fare un tavolo* could become *Per fare un cavolo, ci vuole ...*
- making picture storybooks (including digital versions) with captions to share with younger students
- creating a story based on a set of images (for example, *Il papà si alza. Il papà mangia. Il papà parte*); matching or sequencing a set of images
- creating greeting cards, for example, *Caro/Cara ...; ... Saluti da ...*

Translating

Translate texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English

[Key concepts: translation, comparison; Key processes: translating, explaining]

(ACLITC028)



Elaborations

- translating words, phrases and captions, and describing how meanings may change across languages
- explaining the ideas contained in texts to someone unfamiliar with Italian, for example, lunch, *alla mensa scolastica; le vacanze estive; la passeggiata*
- becoming familiar with using bilingual dictionaries and online translators

Create simple bilingual texts

[Key concepts: meaning, equivalence; Key processes: comparing, explaining]

(ACLITC029)



- creating simple bilingual texts for different purposes and audiences, for example, school/classroom signs, captions for a school event or a class/school display of 'homes around the world' or 'classrooms around the world'
- exploring meanings between Italian and English using picture dictionaries created for self or younger learners

Reflecting

Elaborations

Compare experiences, noticing how these are influenced by language and culture and how readily they may be expressed in Italian

[Key concept: assumption; Key process: comparing]

(ACLITC030)



- reflecting on cultural differences between everyday life in Italy and Australia, for example, asking how their school day would change if they went to primary school in Italy or what they would find interesting about sharing a lunch with an Italian family, and why; and considering what they would tell a visiting Italian child about how their own family celebrates Christmas, and explaining their choices
- noticing the influence of important events such as religious celebrations on childhood experiences (for example, *le lezioni settimanali di catechismo*, *la Prima Comunione*, *andare alla Scuola Media*) and connecting these to their own experiences
- recognising similarities in the Italian and Australian schooling systems (for example, *la maestra*, *l'aula*, *il cortile*), and differences (for example, *il bidello*, *la mensa*, *il giardino*, *le scale*), and noticing that the Italian school day is different for cultural reasons
- noticing similarities between Australian and Italian cultures in major celebrations like Christmas (*l'albero di Natale*) and Easter (*l'uovo di cioccolata*), as well as differences, for example, the presence of *il presepe* at Christmas, and the presence of *la sorpresa dentro all'uovo di cioccolata* at Easter
- noticing how their own language use influences expectations about Italian language use, such as seeing word order as 'back to front', for example, *la macchina rossa* = the red car
- discussing distinctive social and cultural practices such as celebrations, for example, *Santo Stefano*, *Ferragosto*, *Carnevale* or *Pasquetta*
- considering messages in Italian children's stories and making comparisons with own experiences, for example, Is that the same or different for me? What would I do or say in that particular situation?
- considering own and others' cultural assumptions about home, school and leisure, and how these may be different in an Italian context

Express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity



[Key concept: membership; Key process: representing]

(ACLITC031)



- describing memberships of a wider network such as a club, country or language-speaking community (including being a learner of Italian), using textual and visual representation
- using Italian to express aspects of personal identity such as name, nationality, languages spoken, interests, and memberships of teams/groups
- recognising own special talents and those of others
- considering their own perspective on personal experiences of Italian language and culture by asking questions such as: Am I familiar with this? Have I experienced something like this? What does this mean for me? Is this similar to or different from my experience? How? In what ways?

Understanding

Systems of language	Elaborations
<p>Experiment with pronunciation and intonation and use rules of spelling (ACLITU032)</p> <p> </p>	<ul style="list-style-type: none"> • developing pronunciation between sound blends in Italian in comparison to English, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schiaivo</i>, <i>piscine</i>, <i>pesce</i>); letter combinations such as <i>gn</i> in <i>lavagna</i> and <i>gnocchi</i>, and <i>gl</i> in <i>figlio</i> and <i>famiglia</i> • learning to recognise the silent <i>h</i> as applicable to the verb <i>avere</i> and for borrowed words, for example, <i>hockey</i>, <i>hotel</i> • noticing the differences in intonation between statements, questions, exclamations and commands • understanding that an accent may change the meaning of the word, for example, <i>è</i> and <i>e</i>, <i>il papà</i>, <i>il Papa</i> • applying punctuation and capitalisation rules when writing, for example, omission of capitals with days of the week and months of the year

Use key grammatical structures to form simple sentences, including the use of possessive pronouns, prepositions, definite and indefinite articles, and gender and singular/plural forms (ACLITU033)



- identifying gender, singular and plural in the regular form
- observing gender in patterns of naming, for example, *Paolo/Paola* and *Alessandro/Alessandra*, but that *Luca, Andrea* and *Simone* are all male names in Italian
- using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern, for example, *la mano, il papà*
- using the definite and indefinite articles and understanding how to specify a particular person or object, for example, *la mamma, una mamma; il quaderno, un quaderno; l'arancia, un' arancia*
- using personal pronouns in context, for example, *Chi ha finito? Io!*
- learning to conjugate common regular verbs in the present tense, for example, *gioco-gioca, mangio-mangiamo*
- expressing negation, for example, *voglio/non voglio*
- expressing preferences and reasons for preferences, for example, *mi piace ... perché*
- using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as *primo, secondo*, etc.
- using adjectives to describe characteristics or qualities of a person or object, such as nationality, shape and colour (for example, *Chiara è italiana*), and noticing that they change with gender, for example, *la macchina rossa, il libro rosso*,
- using prepositions to indicate location or direction, for example, *a casa, a Roma, in città, a sinistra, sopra il tavolo, sotto il banco*
- using possessive adjectives to express ownership, for example, *la mia casa, la tua famiglia, il tuo cappello, mia nonna*
- using suffixes to add nuance, for example, *-ino (fratellino, piccolino)* or *-etto (poveretto, casetta)*
- creating simple sentences in the subject–verb–object pattern, and linking ideas using conjunctions such as *e* and *ma*

Recognise how grammatical structures are used to form simple texts (ACLITU034)



- creating paragraphs for a range of texts, including descriptions, cards, letters or emails
- recognising how ideas are sequenced in simple texts (for example, *prima, dopo*), noticing patterns in the organisation of texts, for example, sequence in a narrative
- noticing some commonalities between particular text types in Italian and English, for example, greeting cards have a front cover with images or photos specific to the occasion, an opening and closing address, and a written message

Language variation and change

Elaborations

Understand that language use varies according to the participants' age, gender and relationship, and the context of use (ACLITU035)



- noticing differences between spoken and written texts
- choosing appropriate formal and informal language for greetings, farewells and good wishes in social interactions, for example, *Ciao Angela/Buongiorno Signora. Come stai?/Come sta? Questo/a è ... ti presento ... Piacere!*
- identifying the meaning of conventional expressions used socially in Italian and the different contexts in which they are used, for example, *Permesso? — Avanti! Grazie. — Prego; Per favore/per piacere. Buon appetito! A domani!*

Understand that languages change with use over time (ACLITU036)



- maintaining a record of loan words from English to Italian and from Italian to English, noting how borrowing relates to cultural change, for example, new terms for technologies, or the use of Italian words in English advertisements or English words in Italian advertisements
- observing language used across generations, such as by noticing differences in words used by grandparents, parents and themselves, and suggesting why these differences occur

Understand that Italian is spoken in a variety of forms within and outside of Italy (ACLITU037)



- recognising that Italian is one of the most widely used languages among the many languages spoken in the Australian community
- recognising that there is the standard language called 'Italian' as well as a number of different dialects spoken throughout Italy and the Italian diaspora, and that these may be used in hybrid ways
- discussing the influence of English words on the Italian language and considering why word borrowing occurs, for example, English words incorporated into Italian (*il tennis, i jeans, fare lo shopping, l'email*) and Italian words incorporated into English (*espresso, bellissimo*)
- identifying cognates, for example, nouns such as *cioccolata, cinema, pera, parco* and *stazione*; adjectives such as *intelligente* and *interessante*; and verbs such as *arrivare, studiare, telefonare* and *visitare*

Role of language and culture

Elaborations

Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific ideas (ACLITU038)



- recognising similarities and differences between the meaning of signs and symbols in everyday life, for example, use of Roman numerals, male/female signs, street signs (*Senso Unico* and *Zona Pedonale*), currency
- showing awareness that Italian language carries cultural ideas that have no equivalent in English language and Australian culture, for example, *Buon onomastico*
- beginning to develop a metalanguage for talking about language
- making connections and comparisons between questions and responses among members of the class, noting different perspectives
- observing the connection between some names and regional and family connections or religion

Years 3 and 4 Achievement Standard

By the end of Year 4, students comprehend a range of spoken, written, and multimodal texts on familiar topics, including home life, friends and classroom activities. They use Italian to communicate and to interact, for example, to exchange greetings and to address people, using appropriate language and pronunciation, and often formulaic expressions. They ask and respond to simple questions, by selecting between alternatives provided, by using short spoken responses which may consist of incomplete or partial Italian phrases and structures, or by using a key word to convey a whole idea. They talk about self, family, people, places, routine, school life and their own interests and preferences, for example, *Com'è la tua casa? La mia casa è grande, Ci sono due camere da letto e due bagni. Mi piace la mia camera da letto.* They use short sentences, reorganising known language to fit personal responses, for example, *Giochi domani? Sì/no/Forse.* Students understand short written texts, using visual cues, prediction and questioning to decipher meaning. They recall key ideas and events, recognise meanings, and respond meaningfully. Students create written texts of a few sentences using familiar language and structures.

Students demonstrate an understanding of the fact that language is used differently in different situations and contexts. They know the importance of using appropriate language when interacting in Italian, including informal/formal language, and the use of titles and gestures. They vary their responses and statements by choosing adjectives and adverbs, and by combining sentences. They demonstrate understanding of basic Italian grammatical rules, such as the fact that nouns have masculine or feminine gender and singular and plural forms, and that nouns, adjectives and articles need to agree. They identify similarities and differences in the patterns of Italian language compared to English and other familiar languages. They create texts that show understanding of how ideas are connected and how images support the meaning of texts. They make connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts. They identify cultural differences in ways of communicating and describe similarities and differences between their own and other cultures.

Years 5 and 6

The nature of the learners

Students are expanding their social networks, experiences and communicative repertoires in both their first language and Italian. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining awareness of the world around them and of the relationship of Australia with Italy and other Italian-speaking communities. They are noticing similarities and differences between Italian language and culture and their own.

Italian language learning and use

Students' pronunciation, intonation and phrasing are more confident, and they access wider vocabulary resources and use non-verbal strategies appropriately to support communication. They participate in shared tasks and purposeful language experiences as well as focusing explicitly on language structures and systems, literacy skills and cultural elements of communication.

Oracy development at this level includes active listening to a range of input from different sources, and building interactional skills such as maintaining conversations, turn-taking, and contributing to discussions with observations and opinions. They learn skills in 'reading' language for cultural and contextual meaning. Individual and group oral-presentation and performance skills are developed through researching and organising information, rehearsing and resourcing the content of presentations, and selecting appropriate language to engage particular audiences.

Contexts of interaction

Learners use Italian with each other and the teacher for a range of purposes: exchanging information, expressing ideas and feelings, performing and responding to Italian texts and experiences. They use ICTs to interact with each other and with peers in Italian-speaking communities, exchanging resources and information, accessing music and media resources, and contributing to class activities such as a blog or webpage.

Texts and resources

Learners engage with a range of oral, written, multimodal and digital texts that are increasingly public in nature. They use cues and decoding strategies to assist comprehension and to make connections between contexts, ideas and language within and between texts. They create texts for a range of purposes and audiences, such as emails, dialogues, public signs, presentations and performances. With support, they build cohesion into their Italian production in terms of both content and expression.

Features of Italian language use

Students increase their range of Italian language vocabulary, grammatical knowledge and textual knowledge. They learn how to describe present and immediate future actions, situations and events using familiar verbs. They use adverbs, adjectives and prepositions to create more complex sentences. They develop a metalanguage to describe patterns, rules and variations in language structures.

Learners consider how language features and expressions reflect cultural values and experiences (for example, language variation relating to gender, generation, status or cultural context). This leads to considering their own ways of communicating and to thinking about personal and community identities, stereotypes and perspectives reflected in language.

Level of support

While learners work more independently at this level, ongoing support, including modelling and scaffolding, is incorporated into task activity. Ongoing feedback and review support the interactive process of learning. While first language capabilities are more developed than learners' Italian language proficiency, learning tasks and experiences need to take account of both their second language linguistic level and their more general cognitive and social levels of development.

The role of English

The use of English, in conjunction with Italian, for discussion, reflection and explanation ensures the continued development of learners' knowledge base and intercultural capability and provides opportunities for learners to share understanding and experiences.

Years 5 and 6 Content Descriptions

Communicating	
Socialising	Elaborations

Interact to share interests, leisure activities, feelings, opinions and preferences

[Key concepts: leisure, neighbourhood; Key processes: exchanging, corresponding]

(ACLITC039)



- contributing ideas and opinions in interactions by acknowledging, replying, agreeing/disagreeing and concluding, for example, *E tu? È vero. Davvero? Va bene. Non sono d'accordo. Mi dispiace ma non capisco. Allora ci vediamo dopo. Arrivederci, Giorgio, a domani! Ho dimenticato ... Sei molto gentile. Penso di sì. Penso di no.*
- asking and responding to questions that elicit personal information about themselves and others, for example, *Da dove vieni? Vengo da Melbourne. Sei australiana? No, non sono australiana, sono cinese. Sì, e sono di origine greca. Quanti siete in famiglia? In famiglia siamo in sei. È/non è interessante ... Che bello!*
- writing short texts such as emails, letters and text messages to interact with others, for example, to invite, congratulate or thank someone
- using formal and informal greetings and forms of address when opening and closing conversations and written correspondence, for example, *Pronto, chi parla? Ciao mamma. Arrivederci. Mio caro fratello/Carissima nonna/ Gentile signora. Bacioni/Distinti saluti*
- asking about personal preferences, for example, *Quale materia ti piace? Mi piace ... /Non mi piace ..., È facile/È difficile. Quale sport fai? E tu? Bravissimo! Eccezionale!*
- expressing feelings, such as about a singer or sports figure, for example, *È simpatico e bravo, mi piace tanto. Vorrei...Mi piacerebbe ...*
- describing a person's physical state, for example, *Ha fame/sete/freddo/caldo; Ho mal di ... Sono stanco/sono rilassato*
- expressing preferences, for example, *Mi piace il caldo. Mi piace/non mi piace la musica rock/pop/classica ...*
- talking about the local environment and expressing opinions, for example, *Qui c'è molto verde. A/In ... c'è tanto inquinamento*
- providing options and choices, inviting, accepting or refusing, for example, *Vuoi venire a ...? D'accordo/No, non posso ... un'altra volta. Vuoi il CD di ... o di ...? Che buona idea!*

Take action, make shared decisions and organise shared experiences

[Key concepts: environment, plan; Key processes: participating, reflecting]

(ACLITC040)



- participating in taking action in relation to care of the environment, or class rules and routines, for example, *Butta la carta nel contenitore giallo. Aiuta i bambini della prima ad attraversare la strada. Voi due, create il poster*
- discussing projects as a whole class, for example, *Cosa possiamo riciclare? Come possiamo diminuire l'inquinamento intorno alla scuola? Come possiamo rendere più sicura la strada da casa a scuola?*

Participate in simple transactions such as purchasing and ordering goods and services

[Key concepts: service, transaction; Key processes: transacting, exchanging, planning]

(ACLITC041)



- visiting a café, deli or other store and participating in transactions, for example, *Buongiorno, vorrei un etto di... per piacere. Quanto costa? È troppo caro/costoso*
- organising a swap of toys, magazines, stickers or posters, for example, *Facciamo uno scambio di cartoline. Mi dai questo/questa ...? Io ti offro....*
- participating in buying and selling, using *Grazie, Prego, Quanto costa? Due euro*
- participating in role-plays that involve transactions and opinions (for example, *È bellissimo. È di moda*), asking the price (for example, *Quanto viene? C'è lo sconto?*) and requesting opinions, for example, *Che cosa ne pensi? Secondo me, è ... Trovo ... un po' ...*

Interact in classroom activities and create shared class routines

[Key concepts: routine, class culture; Key processes: explaining, participating, sharing]

(ACLITC042)



- interacting in small groups in class routines, for example, *Come si scrive? Di chi è questo/questa? È mio/mia. È di mio fratello*
- asking to receive things, for example, *Per favore, dammi una penna blu. Per piacere, mi porti ...? Sì/D'accordo/Non posso*
- asking the time, for example, *Che ora è? Sono le ... Quanto manca? 10 minuti.*
- asking where an event is taking place, for example, *Dove si fa la festa? Dove si trova ...? Dov'è ...? In Italia/vicino/lontano/ al numero 6*
- participating in a class discussion on a theme, activity or experience, for example, *La musica di ... è più interessante di ... Secondo me ...*

Informing

Elaborations

Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas

[Key concepts: lifestyle, leisure, health/wellbeing; Key processes: selecting, researching, comparing, synthesising]

(ACLITC043)



- surveying classmates on specific topics and presenting the findings using tables, concept maps, graphs and digital presentations, making comparisons with children's lifestyles in Italy, for example, *Chi? Dove? Quando? Perché? Che cosa?*
- gathering information by interpreting a range of texts, including signs, instructions, directions and diagrams, and then participating in class discussions on this information or presenting information independently in a variety of forms, for example, using a flowchart to explain the life cycle of a butterfly, or reporting (*Metà della classe ... La maggior parte ... Pochi Tanti Alcuni ... quasi tutti ...*)
- researching topics such as leisure, recycling, the water cycle, the solar system, or geographical features of Italy, in a range of sources, including magazine articles, books and websites, and ordering and sharing the information in print or digital format



- reordering information, for example, using tables or concept maps and retrieval charts
- viewing documentaries about Australian/Italian cities or the natural environment to complete a list of facts or to collect information to discuss and compare with peers

Represent information appropriately for different audiences, using a variety of modes

[Key concepts: learning area concepts; Key processes: connecting, informing]

(ACLITC044)



- preparing and giving presentations on familiar, factual topics, incorporating material from print and multimedia texts and class discussion, for example, a summary structured according to a series of questions such as *Chi ...? Dove...? Cosa ...? Perché? Quando?*
- creating a video to present ideas and information to others, using graphics to represent ideas, providing captions for images and labelling maps
- conveying information to others through different text types, for example, an advertisement such as *la festa della cioccolata di Perugia: Vuoi partecipare ...? Ti piace ...? Preferisci ...? Allora vieni a ...*

Creating

Elaborations

Share and compare opinions about ideas in imaginative texts
[Key concepts: description, story, narrative; Key processes: comparing, reviewing; Key text types: recount, narrative, biographical description]

(ACLITC045)



- comparing cultural concepts and messages expressed in stories and song lyrics, for example, *La domenica mangiano la pizza. La famiglia fa la passeggiata in piazza; Le famiglie fanno molte cose insieme*
- exploring the sequence of events in texts by creating a storyboard
- relating what they read or view to their own life experiences, for example, asking what the author means by writing: *La mia squadra è 'forte' ma la tua è 'finita'*, and considering how important sport is in their own life for example, *È molto importante, È importantissimo. Per me è/non è importante perché*
- noticing and describing commonalities and differences in experiences and ideas of particular characters and aspects of their own daily life, such as in the *Bambini di tutti i colori* story, for example, *In Italia, il pranzo è più ... Mi piace di più lo stile di vita ... Anch'io ... Sono d'accordo*

Create imaginative texts for different audiences such as digital stories and raps using imaginary characters, places, ideas and events

[Key concepts: text, imagination; Key processes: exchanging, performing, creating; Key text types: narrative, description, song lyrics]

(ACLITC046)



- producing songs or short scripted plays or video clips to perform to younger students
- writing and performing own texts, adapting patterns from familiar stories, such as booklets, board games, or creating a different version based on the characters, settings and events of an Italian story, for example, *Tante famiglie tutte speciali*
- completing the end of a story

Translating

Elaborations

Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning

[Key concepts: alternative, equivalence; Key processes: translating, comparing]

(ACLITC047)



- noticing that there is not always word-for-word equivalence when moving between English and Italian, for example, in advertisements, websites, shop signs (*Tabacchi*) and warning signs (*Vietato entrare!*, *È Vietato, calpestare l'erba!*)
- applying intercultural awareness when explaining to others learnt words and expressions, for example, practices related to *hospitality* (*Grazie per l'invito ... Volentieri! Certo! Come no! ...*) or idioms such as *Non vedo l'ora!*
- explaining in English the meaning of culturally significant phrases and concepts encountered in everyday interactions and in signs, for example, *È vietato calpestare l'erba, È vietato attraversare i binari*
- interpreting the meaning of particular word choices and gestures made in conversations between speakers of Italian, for example, explaining the use of idioms such as *Diamoci del tu! Dai! Via! Evviva!*
- observing and reporting on the Italian language present in the Australian community, for example, noticing public signs in Italian, texts such as magazines and television programs, and computer games

Create simple bilingual texts and discuss what translates easily or not

[Key concepts: translation, explanation; Key processes: identifying, selecting, modifying]

(ACLITC048)



- creating bilingual texts such as invitations to class or school events, posters to advertise an upcoming event, charts and lists to inform a range of audiences

Reflecting

Compare everyday social experiences and related language use and consider own responses and reactions and those of others

[Key concept: intercultural understanding; Key processes: comparing, reflecting, connecting]

(ACLITC049)



Elaborations

- comparing how Italian and English are used in learning to agree/disagree politely with others when questioning and evaluating, for example, *(non) sono d'accordo. Anch'io. Secondo me non è vero/bello/giusto*
- exploring with the teacher aspects of Italian culture that may create comfort/discomfort with the ideas and language used by others, for example, *fare il bidet*
- learning the appropriate phrases to mark respect for age, gender, or social authority
- reflecting on experiences of the Italian language and culture being located in and intertwined with the language and culture of English speakers in Australia, for example, in shop signs *(Barbiere, Panificio, Macelleria, Farmacia, Moda, Cibo, Fiori, Assaggio)*

Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Italian, and consider how these aspects contribute to identity formation

[Key concept: intracultural understanding; Key processes: sharing, connecting, reflecting]

(ACLITC050)



- connecting various experiences of learning Italian and describing how learning Italian has influenced own everyday behaviour and language use, for example, using Italian outside the Italian classroom, playing Italian games online, going to dinner at an Italian restaurant and being able to read some of the signs and/or the menu
- connecting various experiences and reflecting on self in interaction with others and how each person is perceived by others, for example, *Sono fiero perché ... Gli italiani in Australia amano.. Mia nonna è contenta quando ... lo sono contento di parlare ... Sono timido ... Non parlo ... Ho imparato ... Ho visto Sono sorpreso di scoprire...*

Understanding

Systems of language

Develop pronunciation and intonation of Italian-specific sounds (ACLITU051)



Elaborations

- learning to pronounce double consonants, for example, *la mattina, il cappello, la piazza, fa freddo*
- learning to pronounce z and t sounds
- understanding that there are both grave, for example *è* and acute for example, *perché* accents and learning to insert these into their work electronically

Use grammatical knowledge, to interpret and create meaning in Italian (ACLITU052)



- using both regular and irregular plural nouns, for example, *un ginocchio/due ginocchia*
- using suffixes to modify Italian nouns and adjectives, for example, *treno — trenino; casa — casetta; parola — parolaccia; bravo — bravissimo; fratello — fratellino; povero — poverino*
- recognising the imperative as a formulaic expression, for example, *Dammi!*
- noticing adjective–noun agreement, for example, *I bambini piccoli; Anna è alta ma Mario è basso*
- expressing positive and negative preferences using adverbs to intensify the meaning, for example, *Mi piace molto la cioccolata; Non mi piace tanto ballare*
- expressing negation, for example, *Non sono italiano. Non mi piace l'insalata*
- formulating questions and requests, for example, *Che ora è? Pronto, chi parla? Quando comincia la scuola? Dove andiamo stasera?*
- using ordinal numbers to sequence, for example, *la seconda classe, la quinta, la terza aula*
- recognising the position of adverbs in sentences, for example, *Non vado mai al cinema; Cammino lentamente*
- using present tense of regular, some irregular verbs, and immediate future tense to present situations and events for example, using *avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare* in sentences such as: *Andrea va a casa alle sei. Anna ha due fratelli. Vado al cinema domani*
- using reflexive verbs and simple past tense as formulaic expressions, for example, *Mi alzo alle sette. Sono andato/a al cinema*
- developing metalanguage to describe patterns, grammatical rules and variations in language structures

Notice and use distinctive features of text organisation in Italian (ACLITU053)



- noticing and using the main features of familiar text types in Italian, for example, emails, text messages, letters and narratives
- expanding the basic sentence structure by using simple conjunctions, for example, *ma, e*

Language variation and change

Elaborations

Recognise that language use varies according to the contexts of situation and culture (ACLITU054)



- discussing the differences in register when using language in different contexts, for example, when giving an oral presentation to the class, talking to friends in the schoolyard, going shopping, or visiting the doctor
- observing that language changes depending on the age and gender of the participants
- noticing that language varies depending on how people feel, who they are interacting with and their relationship with each other, for example, emotive language is used with friends and peers (*Ma dai! Non ci credo! Che barba!*), more formal language is used with unknown adults (*Scusi? Per cortesia*), and a range of salutations of varying degrees of formality are used in written communication (*Tanti cari bacioni/Un grande abbraccio/Distinti saluti*)
- comparing language use in similar social situations in Italian and English

Recognise the dynamic nature of language and culture (ACLITU055)



- investigating how media and digital technologies have changed the way Italian is used, for example, noticing the influence of English words in television programs, advertisements, and text messages
- considering and explaining why word borrowing occurs in the Italian language, asking, for example, Why do you think Italian uses English words for sports like rugby, tennis, cricket and hockey? How would you explain netball or cricket to an Italian student? Why are there no separate Italian words for iPod, Nintendo DS, MP3 or email?

Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society (ACLITU056)



- developing an awareness of the different dialects spoken in Italy and used in Italian-speaking communities in Italy and in the diaspora
- comparing the words they have heard in their home and/or community to ones learnt in class and noticing that there are different dialects in Italian, for example, *bambino* in Italian is the equivalent to *picciriddu* in Sicilian dialect
- discussing the local linguistic landscape, including the presence of Aboriginal and Torres Strait Islander languages



Role of language and culture

Elaborations

Reflect on their own assumptions about the values, beliefs and cultural norms of Italians compared to their own (ACLITU057)



- explaining to others the significance of some Italian cultural practices and events such as greetings, mealtimes, school or family routines, concepts and values, recognising cultural differences in their interpretation of meaning, for example, *Qual è la differenza? Capisco ma non sono d'accordo*
- noticing similarities and differences between own personal experiences and people, places, events and ideas depicted in Italian print and digital texts, and sharing responses with others
- discussing some generalisations and stereotypes about Italian people and reflecting on their own experiences

Years 5 and 6 Achievement Standard

By the end of Year 6, students interact using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices. They share aspects of their environment, express opinions, for example, *È buonissimo ...è molto bravo, mi piace di più ..., penso di sì/no, secondo me...*, accept or reject ideas, agree and disagree, for example, *No, non sono d'accordo! Hai ragione/torto*. They ask simple questions, for example, *Ti piace? Cosa prendi? Chi viene alla festa? Vieni anche tu?* They understand the main points in spoken interactions consisting of familiar language in simple sentences. When speaking, they imitate pronunciation and intonation. They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary. In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. Students create sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics, for example, *La musica di ... è bella, ma mi piace di più ...* They write descriptions, letters, messages, summaries, invitations and narratives. They use the present tense of verbs, noun and adjective agreements and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite.

Students use some metalanguage to talk about both linguistic and cultural features. They discern familiar patterns and features of written and spoken language and compare them with English, understanding that language, images and other features of texts reflect culture. They demonstrate an understanding of variation in language use, adapting language forms according to audience and context. They identify linguistic and cultural differences, know that Australia is a multilingual and multicultural society, and that dialects are spoken both in Italy and in Italian-speaking communities around the world. Students compare, identify and discuss their responses and reactions in intercultural exchanges.

Years 7 and 8

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.

Years 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]

(ACLITC058)



Elaborations

- using appropriate forms of address to express and receive thanks and good wishes, and to apologise, for example, *Tantissimi auguri. Cento di questi giorni. Grazie infinite. Mi dispiace, non posso/sono impegnato. Scusa se non vengo ...*
- exchanging personal information such as routines and experiences, using essere, avere and other common verbs, including reflexive verbs (for example, *Vengo da Sydney. Questo è mio fratello. Vesto leggero*); and comparing their own experiences with those of others in different cultural contexts, for example, *È più grande di me e studia economia*
- sharing views and creating spoken and written texts about favourite forms of entertainment, celebrities and significant figures, and expressing preferences, feelings and opinions, for example, *Ogni weekend vado al cinema/al mare. Gioco a ... Sono andato/a ... ho visto.. ho comprato ... ho mangiato*
- recounting events, describing activities and personal experiences, for example, *Dove sei andato/a? Con chi? Cosa hai fatto?; Mi sono divertito/a. Il cinema/teatro era interessante*

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]

(ACLITC059)



- sharing suggestions with peers to organise class events such as an excursion to the market, a party, hosting a guest or giving a community performance, for example, *Chi prenota il treno? Si parte alle ... Si inizia con la visita di ... Si invita il preside? Chi viene? Cosa dobbiamo potare?*
- arranging with a buddy Italian class to meet face to face or via virtual technology and discussing how the interaction will be organised, for example, *L'appuntamento è per giovedì alle 14.00*
- describing plans, arrangements and actions, making suggestions, providing reasons for their own preferences and negotiating outcomes, for example, *Organizziamo la vendita dei nostri lavori per raccogliere soldi per comprare ... Sponsorizziamo ... Come possiamo aiutare i rifugiati nella nostra scuola?... Scriviamo una lettera al Consiglio Comunale per chiedere un contributo ...*
- comparing and contrasting alternatives, agreeing or disagreeing, accepting and declining when deciding what to do, where to go or what to choose, for example, *Non posso, mi dispiace. Ho da fare. Venite al cinema questo sabato?*
- negotiating options, for example, *Vuoi fare un giro in bicicletta? Posso/non posso. Oggi no, domani sì. Forse sì/no. Vengo più tardi. Come possiamo contribuire al progetto di solidarietà con...?*

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]

(ACLITC060)



- participating in real and imagined transactions and negotiating when shopping or ordering, for example, *Quanto costa il biglietto per ...? Preferisco viaggiare in seconda classe. Posso? Vorrei vedere l'ultimo modello della Nokia. I pantaloni vanno bene; la camicia è larga, c'è la taglia più piccola? Costa troppo! Che affare!*
- participating in role-plays to purchase goods and services, demonstrating understanding of shopping etiquette in Italy

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]

(ACLITC061)



- asking for, giving and following instructions, for example, *Dov'è la casa di ...? Come si usa ...? Clicca sul pulsante. A cosa serve questo tasto? Scegli il programma dal menu e clicca sull'icona. Per quale motivo?*
- reflecting on and expressing opinions on experiences in the classroom and beyond, for example, *Secondo me ... Preferisco ... Quest'esempio mi fa pensare a ...*

Informing

Elaborations

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]

(ACLITC062)



- comparing Italian travel brochures and itineraries, identifying aspects such as transport arrangements, costs, places of interest and accommodation options, for example, to advise visitors or to plan an itinerary for a particular group of visitors, *Si può andare a ...; sia in treno che in autobus; l'autobus è più economico; costa meno ...; può fermarsi a*
- interviewing peers (from their own class or from Italian schools) about routines, practices, preferences and choices, and presenting the findings using formats such as profile posters, charts and timelines, for example, *L'esito del questionario sulla musica: il cantante italiano è più popolare, ma quello americano è ...*
- viewing television programs and listening to radio news, and identifying key information, for example, *Attenzione, elencare solo le città e i film*
- summarising the main points of texts, deducing the meaning of some unknown words and phrases, and identifying cultural references, as well as representations, images and other content which contribute to the overall meaning, for example, *Alcuni ragazzi vivono in famiglie numerose, con i nonni o in famiglie allargate con nuovi genitori e altri fratelli e sorelle*
- using a range of tools such as graphs, tables, mind maps, concept maps and charts to organise findings and present them to others
- comparing different perspectives on specified topics

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

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

(ACLITC063)



- creating spoken, written and multimodal texts to inform others about local places, events, activities, recommended places to visit and activities to do with family and friends, for example, *Vi consigliamo di visitare ... Vi invitiamo a fare il giro della città*
- designing persuasive texts such as posters and brochures (for example, to advocate for sustainable water use for example, *La doccia non deve durare più di tre minuti*), or creating a report on the best games or apps to buy
- ✿
- experimenting with language appropriate to particular text types, such as descriptive language in short magazine articles, or emotive language in diary and journal entries, for example, *Il concerto è stato un gran successo. Caro diario, che bella giornata! Oggi non ho voglia di andare a scuola. Il documentario parla di ... tratta il tema di/si tratta di ...*

Creating

Elaborations

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]

(ACLITC064)



- responding to the key ideas of a story, film or poem by giving a personal opinion, describing pros and cons, or expressing perspectives about the characters
- comparing different students' responses to the same story, event, character or place to consider different perspectives
- considering the language, beliefs and values of characters in traditional and modern literature and Italian popular culture, for example, viewing excerpts from contemporary films and discussing personal responses to and the sociocultural context of the film
- comparing aspects of Italian texts to the way similar issues are portrayed in English-language texts

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]

(ACLITC065)



- creating cartoons, picture stories, plays or big books for younger audiences
- creating and performing own texts which reflect Italian cultural behaviours, attitudes and social conventions (for example, writing the script and creating a video recording to introduce aspects of family life, school life, local community life or virtual life), and comparing own texts to others'
- creating a short film with subtitles depicting an aspect of contemporary teenage life from an Italian, Australian or diasporic perspective

Translating

Translate texts, discussing different versions and why these might occur

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

(ACLITC066)



Elaborations

- translating short phrases or texts, noting culture-specific words and phrases and discussing alternatives, equivalence or non-equivalence, for example, *fare la passeggiata*
- translating texts describing events occurring in present and past, considering that Italian expresses concepts across time in different ways to English
- selecting from options to translate short phrases and texts, and explaining choices
- taking note of 'false friends' in translation, for example, that the English word 'annoyed' does not translate to '*annoiato*' in Italian
- comparing own translation to one done by using an electronic translator, and discussing the advantages and disadvantages of using electronic translators and the sort of issues that emerge from their use
- using strategies to avoid literal translation
- using monolingual and bilingual dictionaries and word lists to assist in developing meaning

Create short bilingual texts such as captions, stories and commentaries

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

(ACLITC067)



- creating bilingual resources such as glossaries, signage, recipes, children's stories, factual reports, timelines or brochures, both individually and collaboratively
- creating and presenting a bilingual oral history (possibly including fragments of dialects) of an older Italian person

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]

(ACLITC068)



Elaborations

- interacting with members of Italian-speaking communities and sharing own experiences as a learner of Italian, for example, describing duration of learning, place of learning and opinions about the experience
- engaging with young Italians, in the local community or virtually, to share and compare information, values and beliefs about topics of interest
- reviewing and responding to aspects of cultural practices represented in authentic texts such as advertisements, brochures and menus to discuss the cultural differences that are evident and the reactions of members of the class to these differences
- selecting and reflecting on aspects of the Italian language and culture that could easily be adopted in Australia, and explaining reasons for choices
- considering how one's own ideas, practices and responses may be perceived by Italians both in Italy and in Australia
- recognising the culture-based assumptions that participants bring to intercultural exchanges

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]

(ACLITC069)



- creating a learning journal or autobiography relating intercultural experiences and their impact
- recognising own culture-based understanding of ideas and experiences
- reflecting on own positioning in exchanges with members of the Italian community

Understanding

Systems of language

Develop an understanding and use the sound system of Italian (ACLITU070)



Elaborations

- examining differences in pronunciation of consonant and vowel combinations, double consonants, stress and accents, and applying to own work, for example, *famiglie*, *gnocchi*, *chiese*, *barche*, *chiavi*, *buono*, *cena*; *sono* and *sonno*, *vale* and *valle*; *felicità*, *capacità*
- recognising the differences in tone and rhythm between statements, questions, exclamations and commands when speaking, interacting and expressing emotion, for example, *Vai a casa? Va' a casa! Oh! E? Ahimè!*

Use grammatical knowledge to extend meanings, including knowledge of irregular, reflexive and modal verbs (ACLITU071)



- learning to use:
 - nouns: gender and number, regular and irregular
 - suffixes such as *-ino/a*, *-issimo/a*, *-etto/a*, *-astro/a*, for example, *grande-grandissimo*, *piccolo-piccolino*, *casa-casetta*, *figlio-figliastro* and *figlia-figliastra*; and prefixes such as *pro-* and *bis-*, for example, *prozio* and *bisnonno*
 - pronouns, including subject pronouns and direct object pronouns
 - articulated prepositions, for example, *di*, *tra*, *con* plus articles *a*, *di*, *da*, *in*, *su* plus article; and prepositions which do not combine, for example *tra*, *per*
 - adverbs to qualify verbs, for example, *proprio*, *troppo*, *abbastanza*, *specialmente*, *spesso*, *nemmeno*, *purtroppo*, *non... né... né...*
 - negative constructions including the double negative, for example, *Non vado mai in centro. Non c'è niente/nessuno...*
 - verbs to express action in time, using a range of regular and some irregular verbs, reflexive verbs in the present tense, perfect and imperfect, and exposure to the impersonal *si*; using modal verbs to express ability, possibility, likelihood and permission

Apply understanding of distinctive features of text organisation (ACLITU072)



- describing and applying the main features of familiar text types in Italian, for example, letter, email, description, narrative, report
- observing that texts are constructed for a variety of purposes (for example, to request, to instruct, to invite and to describe) and for a variety of audiences, for example, child/adult, known/unknown people

Language variation and change

Elaborations

Recognise how language use varies depending on the context of the situation and the context of culture (ACLITU073)



- identifying the way in which the choice of vocabulary and grammar relates to variables such as age, social status, relationship and situation
- recognising that language use changes according to the text type and modality, for example, comparing emails and letters, written notes and SMS, diary and interactive webpages
- identifying and comparing the features of language that distinguish the purpose for which it is used, and the age and gender of the audience, for example, the difference between *Non mi piace* and *Non mi piace per niente*

Recognise the impact of media and technology on the way Italian is changing as a language of local and international communication (ACLITU074)



- discussing global and cultural influences on the Italian language and noticing when and how hybrid forms are used, for example, use of numbers, mathematical symbols, single letters and acronyms to replace words in SMS messaging, such as *TVTB (ti voglio tanto bene)*, *6 (sei)*, *x (per)*
- investigating the impact of the media on the Italian language by analysing headlines, advertisements and news reports, and comparing these with texts in English (for example, comparisons of vocabulary or syntax) noticing how English is modifying Italian in particular spheres, for example, language used in the entertainment industry, in movies and television series; and language used to express contemporary concepts (*match, hardware, fast food, acquagym, relax, weekend, budget, fiction*)

Understand the value of communicating within and across languages, and discuss the interrelationship between Italian, English and other languages (ACLITU075)



- discussing how loan words in both Italian and English have come from other languages such as Latin and Greek, for example, *agenda, census, via, metafora, stigma*
- understanding differences between standardised language and dialects, comparing words used in the home and/or community to those used in formal settings such as school, for example, *guaglione* or *toso* and *ragazzo*
- reflecting on the history of Italian migration to Australia, the formation of communities of speakers of Italian in specific cities and suburbs, and the resulting regional variations of language, such as *Australo-Italian*, and the impact of Australian English on the local Italian community
- analysing the influence of the Italian language on English in areas such as food, music and fashion, and considering the value of this influence

Role of language and culture

Elaborations

Analyse the ways in which choices in everyday language use reflect cultural practices and values (ACLITU076)



- understanding the significance of cultural concepts and how these relate to social conventions and are reflected in language use, for example, *Salute! Cin Cin! Buon appetito!*
- observing the connection between some names and regional and family connections or religion
- discussing culturally significant concepts encountered in texts (for example, *Fare la passeggiata. Fare bella figura. Andare a trovare qualcuno*) and making comparisons with Australian culture
- analysing the meaning and use of proverbs and sayings (for example, *l'abito non fa il monaco*) and considering equivalents in English and other languages

Years 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)./

Years 9 and 10

The nature of the learners

At this level, students bring existing knowledge of Italian language and culture and a range of language learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Italian in these.

Italian language learning and use

This is a period of experimenting with a range of modes of communication (for example, digital and hypermedia, collaborative performance and group discussions). Through their greater control of language structures and growing understanding of the variability of language use, learners become more confident in communicating in a range of contexts. Learners use Italian to interact and communicate; to access, exchange and present information; to express feelings and opinions; to participate in imaginative and creative experiences; and to interpret, analyse and create a range of texts and experiences. They use Italian more fluently and monitor their accuracy and use against their knowledge of grammar and associated systems. They explore intercultural experience more deliberately, for example, noting the influence of technology, media and globalisation on language use and communication.

Contexts of interaction

Learners interact with peers and teachers in their immediate school context and with members of broader Italian communities and resources available through a range of actual and virtual environments.

Texts and resources

Learners extend their familiarity with text types and language functions by balancing attention to language forms with purposeful language use. Sequences of tasks provide opportunities for collaborative planning and performance, resource development, and increased use of different language and cultural resources. Learners strengthen their communication strategies and processes of interpreting, creating, evaluating and performing in relation to a widening range of texts. Media resources, fiction and nonfiction texts, performances and research projects allow for exploration of themes of personal and contemporary relevance (for example, global and environmental issues, identity and relationships, and linguistic and cultural diversity). Learners develop critical analysis skills to investigate texts and to identify how language choices shape perspectives and meaning, and how those choices are in turn shaped by context and intention. They learn to consider different viewpoints and experiences, and analyse their own linguistic and cultural stance, and beliefs and practices that influence communication and intercultural exchange.

Features of Italian language use

The focus of learning Italian shifts to expanding learners' range and control of the linguistic systems to develop the sophistication of language use. They learn to choose appropriate tenses, to identify and create mood, and to use cohesive devices to create extended texts such as narratives, reports and dialogues. They continue to build a metalanguage, using specific terms to assist understanding and control of grammar and textual conventions (for example, adverbs, conditional, imperative, subjunctive, past tenses, reflexive verbs).

Level of support

Learners are encouraged to develop greater autonomy, to self-monitor, and to adjust language in response to their experience in different contexts. They develop independent skills to access resources such as textbooks, dictionaries and online translators, and to critically evaluate the effectiveness of such resources and their role in learning and communicating. Students continue to benefit from scaffolding and support to access and create increasingly complex texts, such as the provision of visual and contextual cues.

The role of English

Italian is used for interaction within and beyond the classroom, for task accomplishment and for some discussion of ideas in texts. English is used, as and when appropriate, to facilitate comparison, evaluation, reflection and substantive discussion.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate, sustain and extend discussions related to aspirations, relationships and contemporary social issues

[Key concepts: relationship, youth, experience; Key processes: discussing, debating, explaining, corresponding]

(ACLITC077)



- corresponding with peers throughout the year (for example, by phone, Skype, email or wikis) to build relationships and share views about home, school, lifestyle, leisure activities and interests
- interacting in speaking or writing with an Italian contact to seek personal information about their past, current activities and future plans, and to ask about life in Italy and the possibility of visiting in future, for example, *Questo è il dottor Bianchi. Le presento la dottoressa Russo. Piacere! Che lavoro fai? Cosa facevi tre anni fa, in Italia? Cosa bevi a tavola? Ben arrivato/a! Entri! Prego. Le dispiace inviarmi una copia di ... Distinti saluti*
- sustaining exchanges with others by acknowledging, asking for repetition or clarification, or questioning further, for example, *Scusi non ho capito, può ripetere, per favore? Potrebbe ascoltare, per favore? Può aiutarmi a ... Mi sono dimenticato/a di ...*
- using contextual clues and gestures to assist in comprehending and expressing meanings during spoken conversations, such as responding to facial expressions showing emotion or confusion, for example, *Ah, ora capisco! È davvero interessante. Come hai/ha detto? Eh sì! Ma scherzi!*
- interviewing class members to gauge views about aspects of daily life (such as school, pastimes, relationships and the local environment), and discussing as a class the major themes and concerns that emerge, for example, *Come mai ...? Perché ...? Secondo te ...? Forse ... pensi che ...? È chiaro che ...*
- sharing opinions with peers about experiences, events and interests incorporating language to express emotions and opinions such as approval, gratitude, regret, appreciation or boredom, for example, *Ti è piaciuto/a la puntata/il concerto di ...? Cosa pensi di ...? Preferisco ... Penso che ... Vorrei ... Mi piace di più ... Purtroppo ... Insomma!*
- debating pros and cons related to topics such as *adolescenti a dieta* or the *l'uso dei social media*, for example, *Sono pro/contro ... perché ... Di pro/contro c'è*
- exchanging letters, emails and videos with peers in Italy, comparing aspects of youth lifestyle, school and environment, using comparisons when expressing thoughts and ideas, for example, *Come trascorrerete le vacanze estive? Come voi, anche noi andiamo in Italia ...*

Contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing diverse views

[Key concepts: perspective, diversity, collaboration; Key processes: discussing, organising, planning, negotiating]

(ACLITC078)



- contributing suggestions about purposes, processes and roles in collaborative planning such as creating an itinerary for a visiting Italian student, for example, *Come? Vorresti vedere ...? Che ne dici di ...? Cosa ne pensi di ...? Vogliamo ...? Ti piacerebbe ...?*
- planning and making decisions with others (for example, about an event or visit), expressing preferences and asking questions to clarify intentions, for example, *Bisogna/propongo di fare così ... Prima andiamo a ..., poi ci fermiamo a ... Torneremo a casa entro le nove. Cosa pensi se ...? Sei d'accordo? Va bene?*
- participating in scenarios such as visiting friends or going on an outing to the city, including negotiating options and stating wants and needs (for example, *Se viene ..., vengo anch' io. Secondo te, sarebbe meglio se ...?*); inviting peers to attend a celebration or party, and expressing agreement, disagreement, disappointment or enthusiasm when accepting and declining offers, requests and invitations, for example, *Che bello! Non partire senza salutarmi ... Non credere a queste cose. Conviene prendere l'autobus. T'interessa venire ...? Sei libero ...? Non mi va. Che delusione!*
- making shared decisions, solving problems and discussing alternative solutions
- contributing suggestions in the context of undertaking a social project such as visiting a childcare centre or the local Italian aged-care home

Participate in spoken or written transactions to obtain goods and services, including expressing views on quality and making complaints and recommendations

[Key concepts: negotiation, value; Key processes: interacting, persuading, complaining]

(ACLITC079)



- participating in face-to-face interactions with peers to persuade them to purchase items such as tickets, games or clothing, for example, *Questa giacca è la più elegante di tutte; ma questa costa meno, pur essendo di un bel tessuto*
- exchanging a purchased item, for example, *Mi dispiace, ma non funziona bene, c'è un difetto ... Vorrei cambiarlo/a*
- negotiating over price, for example, *Costa un po' troppo, mi può fare uno sconto? È se ne compro due paia?*

Interact in discussions by questioning, making suggestions and expressing opinions, and reflect on experiences of classroom interactions

[Key concepts: interaction, relationship, perspective; Key processes: expressing, questioning, reflecting]

(ACLITC080)



- interviewing class members, asking them, for example, to review an experience or to make suggestions for future study topics in areas of interest, for example, *A mio parere ... Forse ... Un' idea sarebbe; Si potrebbe ampliare la seconda parte. Sei d'accordo di/se ...?*
- participating in classroom discussions about how meanings can be interpreted or misinterpreted by others, for example, keeping a classroom journal with examples of language used in contexts within and outside the classroom as a basis for group discussion, for example, *fare feste, fare il filo a ..., a mani vuote, perdersi, spalmare, rendere pan per focaccia*

Informing

Elaborations

Analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary issues
[Key concepts: perspectives, representation, bias; Key processes: interpreting, evaluating, summarising, connecting, analysing]

(ACLITC081)



- listening to, viewing and reading authentic texts and asking critical literacy questions such as *Chi è l'autore?; Di cosa si tratta?; Per chi è stato scritto?; Qual è il tema?; Da quale/i punto/i di vista è presentato? Qual è lo scopo?*
- gathering information on an issue from different sources and reporting on it to others, using tools such as tables, graphic organisers and charts, and discussing whether the information is similar or different in different sources and why
- extracting details and main ideas, making judgments about their relevance and discussing contrasting points of view, for example, selecting the main events from an article, identifying core data from interviews, identifying gist and main point/s of a spoken interaction, or analysing different interpretations of meaning in a conversation
- summarising the message or argument of a text such as an advertisement, poster or article, and using evidence from the text to consider how claims are supported
- comparing different perspectives on the same event or on a topical issue such as *i rapporti intergenerazionali, l'ambiente, le scelte alimentari, il consumo del grano transgenico, i rapporti genitori-figli*
- using dictionaries effectively and accessing reference materials such as word lists and grammar references in print and online resources to assist and refine understanding of content

Give information in different forms, offering own views in relation to the content and considering the significance for particular audiences
[Key concepts: media, message, opinion; Key processes: designing, evaluating, persuading]

(ACLITC082)



- using models of media texts such as television reports, video clips and social media to create informative texts in spoken and written form, to achieve different purposes, for example, to persuade, to entertain or to inspire, such as a weather report, a sports report, a magazine article about an issue or event, or a travel brochure promoting a local region or product, for example, *Il tempo previsto per domani è ... L'aspetto più interessante da capire è ... Venite in Liguria! Vi aspettiamo! Cosa aspettate? Insomma gli immigrati possono essere una grande risorsa. Le olive siciliane sono le più gustose.*
- designing texts such as an advertisement or magazine cover for a particular audience, making choices about images, cultural references, music and colour, and explaining reasons for choices
- conveying ideas drawn from different areas of learning (such as health and nutrition, design, or biological science) to inform others, for example, *Venite! Ascoltate e provate ...! Usalo/a due volte al giorno e non te ne pentirai!*

Creating

Elaborations

Read, discuss and review a range of imaginative texts and respond by expressing opinions, explaining the themes, discussing characters, and considering language use and cultural meanings

[Key concepts: imagination, emotion, voice; Key processes: interpreting, comparing; Key text types: short story, biography, film, poem, song]

(ACLITC083)



- analysing and discussing emotional impact of text features such as use of hyperbole and metaphors to express emotions and convey attitudes, for example, *Mi piace da matti/da morire! ... È una vita che aspetto! Sei una volpe! ... La Divinia Commedia è lo specchio della società medievale italiana*
- investigating the social context in which a text was created and how these factors influenced the ideas and expression of the text, for example, considering the author's background, prior or related events and figures of importance, for example, *Mi piace da morire!*
- interpreting the use of images, sounds, gesture and language choices to convey cultural concepts and ideals in Italian texts, for example, the didactic nature of Italian pop songs, the neorealism of Italian film, social issues captured in graffiti
- listening to, viewing or reading traditional and contemporary texts such as stories, fables, films and songs to understand how moral values and characteristics are portrayed, such as being respectful, caring, clever and honest
- expressing thoughts and ideas about how texts convey implicit and explicit values and beliefs which are associated with Italian culture across generations, for example, viewing and discussing excerpts from *La vita è bella*, *Pane e tulipani*, *Pane e cioccolato* or *America*, or discussing the historical setting of the film *Caterina va in città* and the main character's attitude to life
- reading contemporary texts such as poetry or song lyrics to explore and discuss aspects of Italian society and culture that are addressed, for example, current social themes such as youth, unemployment, immigration to Italy, asylum seekers, education, university

Create a range of imaginative texts, considering how to represent ideas, characters and events

[Key concepts: emotion, expression, choice, voice, stance; Key processes: composing, reviewing, considering impact; Key text types: song, poem, story, drama]

(ACLITC084)



- creating stories with various settings, characters and events, using, for example, video, cartoon, games
- creating texts to entertain others by expressing ideas such as romance, danger and excitement, for example, *Sei bella come il sole! Attenti! Mamma mia! Acqua azzurra, acqua Chiara. Sei matto!*
- creating reflective texts to present feelings about themes of personal or social relevance, such as friendships/relationships and contemporary issues, *Mi fa paura. Mi fa arrabbiare. Mi sorprende. Mi dà coraggio. Non sopporto la violenza dell'uomo sulla donna. Ho un sogno ... Mi piacerebbe ... Condivido le opinioni/le idee di ... perché ...*

Translating

Elaborations

Translate a range of texts and discuss how to convey concepts across different linguistic and cultural contexts
[Key concepts: representation, sensitivity, equivalence; Key processes: translating, reviewing, comparing]

(ACLITC085)



- analysing texts such as signs and considering the lack of equivalence in translation, for example, *le maschere della Commedia dell'Arte, l'abito bianco nel matrimonio, il vestito nero, i riti del funerale, la visita domenicale al cimitero, I "fiori dei morti"*
- reading and listening to multiple interpretations of the same text and to different perspectives within texts in Italian (for example, reading messages on a particular theme on social media sites, emails, blogs and wikis), and sharing understanding of cultural meanings and opinions
- reflecting on their own experiences of the process of translating
- using strategies to maintain the integrity of meaning of original texts when translating and interpreting for different audiences, for example, considering the use of register, colloquialisms and idioms, and explaining culture-specific concepts such as 'the outback' or 'slip, slop, slap'

Create bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa
[Key concepts: cultural positioning, sensitivity; Key processes: translating, captioning]

(ACLITC086)



- creating bilingual texts for Italian speakers in Australia, for example, leaflets about recommended goods and services for students, businesspeople, a sports team or senior citizens arriving from Italy
- creating bilingual signage for an event, bilingual captions for a display, or bilingual text for a discussion board

Reflecting

Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding
[Key concepts: meaning, representation, history/origin, understanding; Key processes: comparing, reflecting]

(ACLITC087)



Elaborations

- exchanging correspondence with peers, reviewing and adapting own contribution when meaning is not clear, for example, providing further explanation or an alternative way of expressing an idea, for example, *Intendo dire che ... Sottolineo l'importanza di ...*
- considering own and others' responses and reactions in Italian–English intercultural exchange, questioning assumptions and values
- creating texts to share with Italian peers, considering how own cultural practices and values may be interpreted, for example, ways of showing respect, family taboos, or involvement in religious, sport or community organisations
- reflecting on and explaining practices that need to be considered when communicating across Italian- and English-speaking languages and cultures
- considering how their own behaviour may be interpreted by Italians in Italy and in the diaspora
- analysing correspondence with Italian peers to notice what questions are asked about lifestyle and practices in Australia, and reflecting on own questions and the assumptions these reveal

Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal identity

[Key concepts: membership, self/other, identity, multiplicity;
Key processes: reflecting, explaining]

(ACLITC088)



- sharing ideas about themselves (for example, describing memberships and special talents, explaining family traditions, writing an autobiographical text), and reflecting on themselves as an interactant in Italian/English intercultural exchanges and how they want to be perceived
- considering how their identity has changed over time, based on experiences recorded in a journal throughout the school year
- expressing to others how Italian is part of their identity, and reflecting on when, how and why they use Italian (and other known languages)
- reflecting on how language and culture shape their identity, history and understanding

Understanding

Systems of language

Use appropriate Italian pronunciation, stress and intonation in increasingly complex sentences and texts (ACLITU089)



Elaborations

- developing control of consonant and vowel combinations, double consonants, intonation, stress and accents when reading aloud
- recognising that pronunciation, intonation, rhythm and pace assist in making meaning in interactions and applying this knowledge to own communication, for example, in reading stories to young children, asking questions, expressing emotion, exclamations and commands

Extend grammatical knowledge, including present, past and future tenses, and the conditional and subjunctive mood, to interpret and create meaning in texts (ACLITU090)



- introducing additional information when describing actions, people and objects by using a range of prepositions, including articulated prepositions and special uses of *a*, *di* and *da*, for example, *Pratico il nuoto da 6 anni. Hai una faccia da schiaffi! Fatto a mano!*
- using pronouns to refer to the person carrying out an action or to refer to somebody or something, including personal pronouns (use, position and elusion), reflexive pronouns, direct and indirect object pronouns, relative pronouns, demonstrative pronouns, possessive pronouns, and the use of the impersonal *si*, *ci/vi*, *ne*
- using adverbs and adverbial phrases of manner, place and time to modify the meaning of verbs and adjectives, for example, *proprio*, *troppo*, *abbastanza*, *specialmente*, *soprattutto*, *spesso*, *quasi mai*, *nemmeno*, *neanche*
- describing events across different times, choosing appropriate tenses, including present, present perfect, imperfect and future tenses, conditional and the subjunctive mood
- connecting or elaborating clauses by using conjunctions, including *siccome*, *invece*, *sebbene*, *nonostante*, *anche*, *dunque*, *quindi*, *cioè*
- using cohesive devices to link, clarify, contrast, relate or sequence ideas and modify meaning in written and spoken texts, for example, *Non avevo più soldi, quindi sono tornato a casa*
- developing metalanguage to extend discussions of word order, tenses and verb moods, using terms such as 'adverbs', 'pronouns', 'conditional' and 'subjunctive', for example, How do we form the present perfect tense of a reflexive verb? What is meant by the subjunctive and when is it used?

Analyse and apply linguistic, cultural and textual features of specific text types (ACLITU091)



- using knowledge of text types in Italian to analyse different texts, for example, a narrative, letter, recipe, message or report
- comparing Italian and English versions of particular text types, noticing any differences
- using knowledge of text types to create texts that respect the conventions

Language variation and change

Elaborations

Investigate how language varies according to context and speakers (ACLITU092)



- comparing texts created for different audiences, such as advertisements, brochures and signs for urban and rural communities or different regions, noticing how the language reflects ideas and concerns that are important to different communities
- analysing differences in lexis and syntax between regional uses of Standard Italian and dialect
- exploring texts associated with particular subgroups in Italian communities (for example, children, youth, women, the elderly, rappers, police, athletes) to understand how groups develop their own language and how this influences membership
- analysing degrees of formality in correspondence and dialogue to discover features of language that affect formality, for example, the use of the subjunctive (*Qualunque cosa vuoi, non fare complimenti. Qualunque cosa Lei voglia, non faccia complimenti*)

Recognise how Italian language and culture have evolved and how they continue to change over time due to influences such as changing contexts and intercultural contact (ACLITU093)



- develop awareness of the ecology of languages in local settings by collecting examples of Italian used in the local landscape, such as in particular parts of the city or at markets, and discussing how phenomena might be explained, for example, by noticing the demographics of a particular suburb or noticing the use of Australo-Italian
 - investigating trends in the use of dialects and Standard Italian (for example, by interviewing members of Italian communities to discuss contexts in which dialects and/or Standard Italian are used) and reflecting on hybrid language use, particularly in the context of the diaspora
 - exploring the dynamic nature of language, such as the influence of English in Italian, to express concepts and practices in areas such as music, technology and popular culture, for example, *clicare, digitare, formattare, autostop, autogrill, il manager, la leader*
 - analysing samples of Italian language captured in different contexts in which Italian is used, and identifying influences of other languages and cultures
-

Understand that language use has the power to influence social relationships, beliefs and values (ACLITU094)



- examining the language of texts such as protest songs, posters and graffiti to identify ways in which language is used for social commentary
- identifying features of language such as lexical choices and idiomatic expressions used to achieve different purposes, for example, *Chiamaci — ti aspettiamo* (advertising). *Batti un colpo*
- investigating the impact of media and technology on Italian, including blended forms used to express new concepts, for example, the influence of English in Italian media (*Fra le iniziative che vale la pena ricordare, c'è la campagna di sensibilizzazione online 'Stop Cyberbullismo', avviata nel 2008 dal Ministero della Pubblica Istruzione*)
- analysing Italian vocabulary related to art, music and cuisine and the impact this has had on other languages, for example, the use of terms such as *opera*, *chiaroscuro*, *allegro con brio*, *le lasagne verdi*
- reflecting on own experiences of the influence of language and culture, identifying experiences of inclusion or exclusion, or the marking of respect, values and attitudes

Role of language and culture

Analyse how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning (ACLITU095)



Elaborations

- identifying specific expressions that reflect cultural concepts in different experiences and texts, for example, *sono in pausa pranzo*, *faccio il pisolino*, *Andiamo a prendere un aperitivo*
- reflecting on how linguistic choices of different language users might be interpreted by speakers of Italian
- explaining how certain sentence structures reveal differences in social status, cultural background and generation, for example, use of *voi* form instead of *Lei* in *Nonno, cosa pensate di questo?*
- keeping a journal to record perceptions of how using and learning Italian has impacted on their own assumptions about Italian language and culture
- noticing that people's choice of language in interactions reflects their cultural situatedness/positioning

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Italian to interact with others in a range of contexts and for a range of purposes. They discuss topics such as education, work, the environment and youth issues as well as concepts from a range of learning areas. They recount experiences, and express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordinating conjunctions, for example, *Era stanca, così non è uscita. Non mi piace quel romanzo perché è triste! Prima siamo andati al cinema, poi siamo andati a prendere un gelato.* They demonstrate grammatical control when using complex sentences. They create a range of connected texts and interact with some degree of personalisation on a variety of subjects related to their own interests. In classroom discussions, they present and communicate personal thoughts and opinions, and account for and sustain a particular point of view, for example, *Non c'è dubbio che ... Credo che questi articoli offrano solo un punto di vista.* They identify key ideas in different text types dealing with both concrete and abstract topics. They follow the development and relationship of ideas, identifying, for example, identifying sequencing, cause and effect, and consequences. They compare and evaluate ideas across languages and cultures, for example, *Secondo me ... dal mio punto di vista ... per quanto mi riguarda. I giovani italiani sono più interessati nella politica.* They discuss future plans and aspirations. Students develop and defend interpretations of texts and diverse points of view, and elaborate, clarify and qualify ideas using supporting evidence and argument. They present real or imaginary events and experiences in narratives, descriptions and recounts. They translate texts and produce bilingual texts, recognising that not all concepts can necessarily be rendered fully in another language.

Students reflect on their experience of learning Italian language and culture. They exchange opinions and responses, noting how these may have changed over time. They identify ways in which writers and speakers make choices when using language, and make connections between language used, cultural concepts expressed and their own experiences or views. They reflect on their own and others' use of language, the language choices made, and the cultural assumptions or understandings which shape them. They analyse how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures.

The Australian Curriculum Languages - Italian Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students are beginning their study of Italian and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Italian. Students' textual knowledge developed through English literacy learning supports the development of literacy in Italian. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

Italian language learning and use

Students work with different modes of communication and with different text genres, with reference to their own social, cultural and communicative interests. They learn to use modelled and rehearsed language in familiar contexts and begin to use the language to create and communicate their own meanings. They work with others collaboratively to plan, problem-solve, monitor and reflect on aspects of their learning. They learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the process of moving between languages and cultures and developing their capability as learners of Italian.

Contexts of interaction

Opportunities for interaction in Italian are provided through working with the teacher and peers in class, and using resources and materials, including online resources as appropriate; there is also some interaction beyond the classroom with members of Italian communities. Italian is used by the teacher in classroom routines, structured interaction and learning tasks.

Texts and resources

Students listen to, read, view and interact with a range of texts for a variety of purposes, such as personal, social, informational, transactional, imaginative and expressive. They develop skills in planning, drafting and presenting descriptive and informative texts and participate in collaborative tasks, games and discussions. They compose and present simple texts such as stories, poems, songs/raps, blogs, advertisements, reports and journal entries. They develop metalanguage for referring to Italian language and learning, and use processing strategies, such as comparing and categorising, that draw on their developing understanding of text conventions and patterns. They learn to identify how cultural values and perspectives are embedded in texts and become aware that language choices determine how people and circumstances are represented.

Features of Italian language use

Students become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English. They build a vocabulary relating to people and objects in their immediate worlds. They learn how to use definite and indefinite articles. They learn how to form singular and plural nouns, to recognise patterns of noun categories and to understand the general rule of gender and agreement. Students learn simple sentence construction (subject–verb–object), which is enriched by the use of adjectives. They create their own texts mainly using the present tense of regular and common irregular verbs. They gradually build more extended texts, using cohesive devices. Students develop language for interacting with the teacher and each other. They learn to distinguish between formal and informal register. They develop a metalanguage to describe and discuss features of Italian.

Level of support

Students require support to build on existing language-learning strategies and knowledge, such as using mnemonic devices and developing a metalanguage to talk about language and culture and about language learning. Scaffolding is continuously provided by the teacher and by support materials such as word banks, focused language activities, and interactive models of language use and analysis.

The role of English

English serves two main functions in the Italian class: it represents a point of reference for Italian learning by enabling students to compare structures, features, and cultural meanings in both languages; and it is used when appropriate for explanation, reflection and discussion.

Years 7 and 8 Content Descriptions

Communicating

Socialising

Socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes

[Key concepts: naming, friendship, family, celebration, leisure, neighbourhood; Key processes: interacting, exchanging, describing]

(ACLITC096)



Elaborations

- greeting others, introducing themselves, expressing state of health and wellbeing, appreciation and good wishes, and leave-taking, using appropriate familiar or formal language, for example, *Mi chiamo ... e tu? Come ti chiami? Ho 12 anni. Sono Carla. Ciao Giorgio, come stai? (Sto) bene/male, e tu? Mi dispiace. Ci vediamo domani. A domani. Buongiorno, Arrivederci. Come si chiama? Buongiorno professoressa, come sta?*
- describing and comparing friends and family, for example, using [subject + verb + adjective]: *Il mio amico è simpatico*
- describing routines, events and leisure activities (for example, *Ogni weekend vado al cinema ... Mi piace/non mi piace* + [infinitive verb]. *Gioco a/pratico il*), and comparing these to similar events for Italian peers

Participate in individual or collective action, both orally and in writing, by making arrangements, inviting, planning, deciding and responding

[Key concepts: activity, rules, politeness; Key processes: arranging, negotiating alternatives, deciding, responding]

(ACLITC097)



- exchanging details about events, such as time, day, place, activity and participants, for example, *Vieni a ... con me? Sì/no. D'accordo. A che ora? Quando? Dove? Con chi? Che tempo fa?*
- negotiating and making arrangements for social or sporting events by using texts such as messages, emails, invitations and text messages, and using expressions of possibility, need and obligation [modal verb + infinitive] in set phrases, for example, *Vuoi venire a ... Non voglio venire ... Voglio/non voglio ... Posso/non posso venire ... Forse sì/forse no*

Participate in spoken and written transactions, including purchasing goods and services, and give and follow directions and instructions

[Key concepts: social exchange, etiquette; Key processes: negotiating, describing, transacting, ordering]

(ACLITC098)



- participating in real and imagined transactions such as purchasing a ticket for an event or choosing a gift for someone, for example, *Quanto costa* [+ definite article or demonstrative + noun]? *Cosa prendi? ... un caffè ... e tu?*
- asking for, giving and following directions, for example, *Dov'è? Qui/là. Dove si trova? A destra/sinistra. Vicino a/lontano da; sotto/sul*

Develop language to interact in classroom routines and tasks, for example, posing questions, asking for repetition, rephrasing, explaining, asking how to say something in Italian, expressing opinion, and giving and following instructions
[Key concepts: class routine, responsibility, community; Key processes: questioning, negotiating]

(ACLITC099)



- posing questions (for example, *Perché? Come si scrive? Può/puoi ripetere? Come si dice ...? Come? Come si fa? Secondo me ... Penso di sì/penso di no ... Di chi è?*) and explaining, for example, *È mio/è di Luisa*
- requesting information and permission (for example, *Posso andare in bagno? Mi presti la matita?*), asking for explanation, and following instructions

Informing

Identify factual information from a range of spoken, written and multimodal texts, and process and represent meaning through, for example, classifying, sequencing and summarising
[Key concepts: concepts drawn from selected texts and from learning areas across the curriculum; Key processes: locating, ordering, classifying, comparing, tabulating]

(ACLITC100)



Elaborations

- identifying context, purpose and audience of modified authentic texts such as conversations, advertisements, weather reports, instructions, timetables, recipes and signs
- listening/reading for key ideas across a range of familiar subject matter presented in different formats, for example, geography (Italy's place in Europe), home, travel, leisure and sport
- sequencing instructions or actions by using temporal markers such as *Prima ... poi ... dopo ... alla fine*
- sharing interpretations of a range of texts, considering their understanding of Italian cultural dimensions in texts, and comparing own interpretations with those of others

Convey factual information and ideas through a range of spoken, written and multimodal texts, using information from a range of sources
[Key concepts: society, event, fact, opinion; Key processes: describing, comparing, presenting]

(ACLITC101)



- describing a person, place, object or event in their local environment using [article + subject + verb + adjective], including negative expressions, for example, *è/non è simpatico/cattivo; di legno/di ceramica; è interessante/difficile*
- comparing aspects of daily life across cultures, for example, *fare la passeggiata*, eating habits, school life and routines and presenting results in class in oral presentations or written descriptive texts
- surveying classmates on their daily routines, such as mobile phone/internet use, text messaging habits, television viewing or hours of sport played and presenting the data in various forms, for example, *(cinque persone non hanno un cellulare; tanti/pochi ... la maggior parte ...; il 15 per cento; due su venti...)*
- collecting, collating and presenting data in Italian using online survey software

Creating

Elaborations

Participate in listening to, reading and viewing imaginative texts and make connections with characters, events, actions, settings, and key ideas and messages

[Key concepts: moral/message, sequence, performance, identity, imagination, character; Key processes: understanding, connecting; Key text types: description, narrative, cartoon]

(ACLITC102)



- describing characters (*Chi? Com'è? Come fa?*), events (*Cosa succede? Quando?*), settings (*Dove?*), and key ideas (*Perché?*), and establishing sequence, for example, *prima ... poi ... dopo*
- listening to and reading stories, songs and poems, noticing aspects of meaning and style, for example, use of rhythm, rhyme, choice of key words
- reinterpreting and performing stories and songs in spoken or written form, by retelling the sequence, reordering the events in a story, or creating an alternative representation or ending
- comparing aspects of theatre across cultures, focusing on the purpose, origins and values

Create imaginative texts that present events, characters and emotions from their own experiences

[Key concepts: imagination, message; Key processes: expressing, connecting; Key text types: narrative, description]

(ACLITC103)



- creating texts such as raps, poems, lyrics, photo stories, cartoons and short stories based on personal experiences
- producing and presenting digital stories for younger learners, for example, using characters such as *Pulcino Pio*
- creating additional characters and storylines or alternative endings for familiar stories

Translating

Translate phrases and short texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meanings

[Key concept: equivalence; Key processes: translating, interpreting, comparing]

(ACLITC104)



Elaborations

- translating short texts, recognising when literal translation is or is not possible (for example, in idiomatic expressions such as *In bocca al lupo!*), and discussing reasons for equivalence or non-equivalence
- making and using glossary lists for different purposes and people, for example children, international students, visitors, and learning how to use print and digital dictionaries
- describing the local environment, lifestyle and events, considering what will require explanation, elaboration or illustration to be understood by an Italian audience, for example, BBQ, suburb, distances
- identifying Italian–English cognates (for example, *dizionario*/dictionary, *farmacia*/pharmacy, *intelligente*/intelligent, *mercato*/market) and using them to predict meaning
- developing awareness of Italian–English ‘false friends’ and reflect upon how they assist or inhibit meaning, for example, *parenti* = relatives (not parents), *libreria* = bookstore (not library), *crudo* = uncooked (not crude), *bravo* = good (not brave)

Create bilingual texts related to experiences in contexts where Italian and Australian realities might differ [Key concepts: bilinguality, appropriateness; Key processes: noticing, comparing] (ACLITC105)



- creating texts with bilingual captions, such as picture dictionaries and photo stories
- creating digital texts such as annotated maps or building plans to highlight aspects of culture such as school life, for example, *aula magna, bidello/a, mensa, andare a scuola in motorino/in microcar*
- creating captions and labels related to immediate environment (for example, producing bilingual school timetables and signage such as *la mensa, il campo sportivo, le scale*), and explaining how the translated labels do not necessarily capture differences in worldviews

Reflecting

Reflect on own and others' responses to intercultural experiences and interactions
[Key concepts: agreement/disagreement, positioning, norms, comfort/discomfort; Key processes: comparing, noticing, reflecting]

(ACLITC106)



Elaborations

- listening to and viewing interactions between Italian speakers (for example, in short video clips), noticing social norms such as levels of formality in opening and closing conversations
- reflecting on how interactions are conducted in Australia and in Italy (for example, at school or while shopping), comparing aspects such as the exchange of social niceties or the efficiency of the interaction, for example, *Buongiorno. Mi dica ... /Desidera?*
- participating in guided bilingual discussion of intercultural experiences and personal reactions, noticing challenges and adjustments, for example, *Cosa noti di diverso? Cosa pensi? Penso che ... Che differenza c'è tra fare un acquisto in Italia e in Australia? Secondo me ...*



Reflect on own identity, including identity as a user and learner of Italian, through connecting observations made about experiences over time
[Key concepts: membership, sequence; Key processes: connecting, exchanging, reflecting]

(ACLITC107)



- creating texts to identify and describe significant events or experiences, including membership of groups (for example, sporting or cultural groups), that have shaped personal identity
- describing orally or in writing a significant person in their life, discussing their personal qualities, why this person is important, and how they are similar to this person, for example, *Anch'io; ... è importante per me perché; io sono come ...; assomiglio a ...*
- creating personal profiles to share with others, considering which aspects of their identity to reveal to people in different contexts
- presenting aspects of personal experience using digital photo stories with audio
- creating timelines of significant events in their life, particularly events that have shaped their identity them, including visual representations such as photos and illustrations
- comparing and contrasting own experiences as a learner of Italian, for example, by comparing journal entries recorded over time

Understanding

Systems of language	Elaborations
<p>Develop awareness of features of the Italian sound system, including pronunciation, syllable stress, rhythm and intonation, and how these are represented in written form (ACLITU108)</p> <p> </p>	<ul style="list-style-type: none"> • listening to and producing the sounds of Italian, and noticing sound–symbol correspondence, for example, consonant combinations (for example, <i>famiglia</i>, <i>gnocchi</i>, <i>chiesa</i>, <i>barche</i>), vowel combinations (for example, <i>buono</i>, <i>chiave</i>, <i>ciliegia</i>) and double consonants (for example, <i>sono</i> and <i>sonno</i>) • using the Italian alphabet, making connections between spoken and written forms, understanding the effect of grave and acute accents (for example, <i>città</i>, <i>perché</i>) • recognising differences in tone and rhythm between statements, questions, exclamations, requests and commands, for example, <i>Vai a casa?</i> <i>Vai a casa!</i> • noting differences between Italian and English use of capital letters, and using rules of capitalisation when creating own texts, for example, omission of capitals with weekdays, months of the year and nationalities • checking pronunciation of words using sound files and text-to-speech software • recording individual words to create a talking dictionary

Understand and use key features and patterns of the Italian grammatical system, including definite and indefinite articles, gender and agreement, present tense of regular and common irregular verbs, and simple sentence construction (ACLITU109)



- learning how to use:
 - nouns to identify people and objects — singular and plural regular forms, gender, some exceptions; developing awareness of various categories of nouns with common endings such as *-ista*, *-zione*, *-tore* and *-trice* (for example, *il/la dentista*, *la stazione*, *il vincitore/la vincitrice*) and comparing them to their English equivalents
 - definite and indefinite articles — use and omission
 - adjectives to describe things (including agreement and exceptions); and possessive adjectives, for example, *Il mio libro*
 - demonstratives, for example, *Questo è il libro*
 - interrogatives, for example, *Chi, che, cosa, quale, come?*
 - subject pronouns, for example, *io, tu, lui, lei*
 - numerals — cardinal, ordinal, dates, time
 - prepositions of time and place to describe when and where
 - articulated prepositions with *a*, *da*, *in*, *di*, *su* (for recognition only)
 - commonly used adverbs to qualify verbs and adjectives
 - verbs describing state (*essere*), possession (*avere*) and regular verbs describing actions in the present tense (for example *parlare*, *cantare*)
 - sentence structure to construct simple sentences in Italian ([subject]–verb–object); making statements, asking questions and giving/receiving instructions (verb + object), for example, *Chiudi il libro!*
 - negation to form negative statements and questions, for example, *Non ti piace il gelato*

Understand the features of common spoken, written and multimodal texts (ACLITU110)



- understanding and using cohesive devices such as conjunctions (for example, *e*, *ma*, *perché*, *anche*, *o*, *invece*) to help sequence ideas and to link ideas and actions
- listening to or reading simple Italian texts and recognising the conventions of particular text types, for example, postcard, letter, email, card, blog and conversations (face to face and phone)
- analysing simple spoken, written and digital texts to identify different kinds of language use (such as personal, descriptive or informative) and ways to achieve textual cohesion, for example, use of fillers in spoken texts (*insomma*, *beh*, *boh*, *allora*)
- talking about language features and word order using relevant metalanguage such as ‘verbs’, ‘adjectives’, ‘nouns’ and ‘pronouns’ (for example, know if this non/adjective *singolare o plurale? Perché?*), and comparing grammatical features in Italian and English

Language variation and change

Elaborations

Analyse variable linguistic features present in the learning contexts and texts to develop an understanding that language use varies depending on participants, their roles and relationships, and according to the contexts of situation and culture (ACLITU111)



- noticing patterns in language use based on gender, age, social status, and purpose of interaction, for example, discussing appropriate greetings for people of different ages and/or status, such as a neighbour or teacher
- comparing register in a range of texts and explaining the use of language such as polite and familiar forms

Analyse and understand the dynamic nature of the Italian language, and of languages in general (ACLITU112)



- exploring the influence of technological change on the Italian language, such as:
 - the borrowing and adapting of technical terms, for example, *clicare, il mouse, la password, chattare*
 - observing the changes to language when used in abbreviated forms in multimedia communications, for example, 6 = *sei*, x = *per*, + = *più*, - = *meno*, TVTB = *ti voglio tanto bene*, ke = *che*
 - understanding the influence of other cultures on Italian, for example, the use of borrowed words such as *il make-up, il bébé, un tailleur, il wurstel, il krapfen*
 - recognising that Italian is used in diverse communities and that it changes in response to local cultural contexts

Analyse and understand the place of Italian locally and internationally, including the relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia (ACLITU113)



- understanding that differences exist between Standard Italian, regional varieties and dialects, for example, by noticing lexical differences and comparing gestures and accents
- recognising that Standard Italian is used in diverse communities throughout the world and that many speakers of Italian may also speak a regional and/or local dialect
- examining the presence of Italian in the Australian linguistic landscape, for example, through signage, the culture of coffee, food, art and music, and in newspapers, television and radio, and the interpreter service
- exploring the changing profile of languages in Australia by, for example, comparing maps of languages over time, developing a class language tree, examining the Australian Languages map, conducting a survey about languages spoken at home or in the community, or examining census data
- presenting connections between languages and dialects

Role of language and culture

Elaborations

Reflect on the role of language and culture in interaction and how language constructs and reflects assumptions and values (ACLITU114)



- reflecting on how cultural assumptions and values are embedded in choices in language use, for example, *fare bella figura*; *fare brutta figura*; *Buon appetito* — *Grazie altrettanto*
- examining how their own communication carries assumptions and values that impact on interpretation and understanding
- developing language to discuss, question and share understandings with others non-judgmentally

Years 7 and 8 Achievement Standard

By the end of Year 8, students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. They use known phrases to exchange ideas and opinions, for example, *Non mi piace la pallacanestro*. They use language to interact and to respond to classroom instructions, questions and directions. They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. They use gesture and some formulaic expressions to support oral interaction. Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment), in both spoken and written forms, and predominantly in the present tense. They demonstrate understanding of information from a range of factual and creative texts. They use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences. They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs. They connect ideas using conjunctions such as *e*, *ma*, *però*, *anche*, *perché*- and *invece* to create simple texts using known vocabulary and structures.

Students identify similarities between Italian and English and understand that they are related languages which borrow from each other. They know that that literal translation between languages is not always possible. They reflect on how culture is evident in experiences, images and texts. They understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of different text types. They know that language reflects 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 reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and identify how their response may be shaped by their own language(s) and culture(s).

Years 9 and 10

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.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations
<p>Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings</p> <p>[Key concepts: naming, relationships, generational change, values; Key processes: exchanging, comparing]</p> <p>(ACLITC115)</p> 	<ul style="list-style-type: none"> sharing experiences and describing events, expressing hopes, opinions and ambitions, and giving reasons for plans, for example, <i>Penso di</i> [+ infinitive]; <i>preferisco...e tu?</i>; <i>E tu, cosa pensi?</i> <i>Sono d'accordo con te/lei...</i>; <i>Sei d'accordo?</i> <i>Non m'interessa</i>; <i>Puoi venire a ...?</i> <i>No, devo studiare / Non ora. Oggi ... A presto. Divertiti!</i> narrating past experiences and events of significance, for example, holidays, special events, travel (<i>prima ... poi ... dopo ... infine ...</i>)
<p>Participate in individual and collective action by deciding, explaining and justifying</p> <p>[Key concepts: environment, fairness, community; Key processes: discussing, debating, commenting, comparing]</p> <p>(ACLITC116)</p> 	<ul style="list-style-type: none"> participating in planning and decision making with others, for example, arranging an event, class debate, performance, excursion or guest speaker, or organising a petition or a letter to the principal/local council (<i>Devo/Dobbiamo organizzare ... Cosa dobbiamo fare? Chi invitiamo? Bisogna</i> [+ infinitive]. <i>Vuoi venire al dibattito con me? Come possiamo convincere il comune a ... ? Scriviamo una lettera per convincere il preside a ...</i>) expressing, contrasting and comparing views on particular expectations and issues such as the use of social media at school, by writing blogs, emails and letters, for example, <i>sono d'accordo, non sono d'accordo; vorrei dare la mia opinione</i>

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

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

(ACLITC117)



- participating in negotiations in conversation and correspondence, for example, discussing possibilities regarding travel to Italy or the purchase of goods such as fashion items, musical equipment, a mobile phone (*Quanto costa il biglietto per ... ? Vorrei il biglietto più economico. Posso vedere l'ultimo modello del telefonino. Ha una custodia colorata? Queste scarpe sono piccole; ho bisogno di un numero più grande. I pantaloni sono troppo larghi. C'è la taglia più piccola?*)
- corresponding to express a complaint about a poor-quality service and suggest a way to improve it
- applying for a part-time job and participating in a mock interview
- requesting a service, for example, changing a flight, exchanging currency, purchasing a SIM card or confirming accommodation

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

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

(ACLITC118)



- using communication strategies such as questioning further or asking for repetition or clarification, for example, *Scusi, non ho capito; puoi/potresti ripetere? Puoi aiutarmi a [+ infinitive]?*
- participating in reflective activities and evaluations of classroom experiences, for example, *Perché/come mai ...? È giusto? Secondo te ...? Forse ..., Dal mio punto di vista ..., A mio avviso ..., Penso che sia ..., Sono sicuro che ..., È chiaro che ...*

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]

(ACLITC119)



Elaborations

- listening to, viewing or reading texts that depict aspects of Italian culture, art, history or geography, and sharing the information with others, for example, comparing online tourist brochures, and reading or viewing a series of advertisements and creating own advertisement to attract Italian tourists to an Australian city/town/area
- researching, recording and synthesising information from texts, including television programs, reports, interviews, video clips, documentaries, graffiti and social networks, using tools such as tables, concept maps, webbing and charts to organise and order information and inform others of findings
- deducing meaning, evaluating and synthesising information and identifying cultural references in texts that show different representations of Italian culture
- conducting online surveys to report on attitudes towards topics such as water usage, consumer choice, technology use, music or celebrities

Convey information and compare diverse perspectives from multiple sources in Italian

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

(ACLITC120)



- reporting on current events and topics related to personal worlds, through reports, summaries, biographies or journal entries, for example, presenting a profile of a favourite artist or a famous person; or reporting the findings of a survey (*Il documentario ... presenta la storia di ...*, *l'articolo parla di ...*, *rappresenta il punto di vista di ...*, *[lo scrittore] pensa ...*; *La maggior parte di/la minor parte di/il 20 per cento di persone [+ verb] ...*; *entrambi, tutti/pochi studiano ogni sera*; *a differenza di, però*; *Il depliant australiano sottolinea di più ...*)
- connecting and presenting information showing varying perspectives, such as child/adult, Australian/Italian, insider/outsider or rural/urban, using present, past and future tenses as appropriate, for example, *Il mondo è pieno di cibi diversi*; *ci sono bambini che hanno poco da mangiare*
- conveying information and justifying personal opinions with evidence from the text, for example, *Mi è piaciuto molto l'articolo perché ...*
- creating a poster, blog or advertisement to promote awareness of a particular issue, event or behaviour, such as recycling, conservation, sustainability, healthy food choices, sport and fitness options
- presenting information about the movement of people globally, including to and from Italy, for example, comparing stories of migration, or the phenomenon of asylum seekers in Italy and in Australia

Creating

Elaborations

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]

(ACLITC121)



- listening to and reading narratives, biographies and autobiographies to explore representations of life experience in relation to concepts such as adolescence, relationships and roles
- identifying practices, values and beliefs of characters in extracts from contemporary Italian literature, film and popular culture, comparing these with texts in own language and culture and with their own experiences
- exploring how values and practices may have changed over time by comparing texts from different eras, for example, analysing the lyrics of Italian popular songs and singer/songwriters (*cantautori*), for example, 'L'italiano' by Toto Cutugno
- reflecting on own experiences, practices, attitudes, interpretations and reactions and those of characters in imaginative texts, for example, *Anch'io penso che ...*, In Australia *invece ...*; *Non credo di* [+ infinitive ...] ..., *Anch'io ho avuto/sperimentato ...*
- changing aspects of a story (for example, locating it in a different time or place, or developing an alternative ending) and explaining the significance of such changes
- writing poems, letters or emails to characters from a story or film, for example, *Pinocchio*
- interpreting how sounds, images, body language and language choices in texts such as songs and films carry Italian values, for example what aspects of the film, in *La vita è bella* convey the importance of love and family in Italian culture

Create imaginative texts to express experiences, ideas and emotions

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

(ACLITC122)



- creating texts based on examples or models, for example, depictions of characters, children's stories
- creating texts to entertain others, expressing real and imagined experiences, ideas and emotions, for example, a rap about being young, a video about a fictional school, a cartoon about a real or fictitious hero, a short story about an inanimate object coming to life

Translating

Elaborations

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]

(ACLITC123)



- comparing different translations of the same message in Italian and English, for example, *Devo scappare/andare/correre* can be translated as 'I must/have to run/go' or 'I got to run/go'
- translating texts such as public signs and explaining choices in different renderings, for example, *Non calpestare l'erba* (Keep off the grass, Don't walk on the lawn, Don't trample the grass)
- using print and digital dictionaries, selecting appropriate meaning from alternatives provided; comparing translations with peers and explaining cultural references and expressions such as *fuori* (literally 'outside'; 'out of your mind') or *su di giri* (literally 'revved up'; 'excitable, elated') and any aspects 'lost in translation'
- comparing different translations of a text, including versions created by online translators, and discussing any issues that emerge
- translating and discussing idiomatic expressions in both Italian and English, for example, *Non vedo l'ora!* (I can't wait!), *Era ora!* (Finally! It was about time!), *Lasciami stare!* (Leave me alone!), *Ma dai!* (Come on!), *Tocca ferro* (Touch wood)

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]

(ACLITC124)



- creating bilingual resources to support the sharing of experiences, for example, a photographic display or a digital presentation with captions, a bilingual guide/handbook for a particular group
- creating a photographic display with bilingual captions depicting important social occasions in comparative perspective, for example, the ways in which weddings, Christmas, Labour Day are celebrated
- adding subtitles and captions in English to complement the Italian language audio of video clips and photo stories

Reflecting

Elaborations

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]

(ACLITC125)



- noticing differences between Italian and English ways of communicating which involve cultural dimensions, for example, when corresponding with an Italian peer and analysing the other student's references to aspects of culture, particularly the language choices the student makes such as *E tu, cosa ne pensi ...?*
- decentering from their own primary linguistic and cultural world to reflect on being a communicator and user of Italian in a variety of social situations, considering their own positioning and values in relation to others
- reinterpreting own experiences of using and learning Italian across diverse experiences: listening to/reading others' perspectives and language use, comparing and connecting these to own experiences, forming an opinion and articulating own reactions to another person's responses, and recognising comfort/discomfort in the use of language in interactions with diverse others, for example, *Sono d'accordo. Mi sento a disagio*
- developing a metalanguage for discussing ideas, issues and experiences related to intercultural communication

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]

(ACLITC126)



- recounting personal experiences and expressing opinions through a range of texts, using present and past tenses as appropriate, for example, writing an autobiography indicating how their identity has changed and why; writing a narrative about their family history and generational influences (*Ammiro ... Giovanni perché è venuto in Australia da solo quando aveva diciotto anni*)
- reflecting on texts such as diaries, articles and documentaries about the lives of Italians in the diaspora; making comparisons with learners and speakers of Italian, for example, through interviews, social media, wikis and video; discussing how people's identities, values and beliefs (including their own) are maintained and/or change over time
- comparing and contrasting Italian and Australian experiences such as a concert or celebration, or teenage use of technologies (mobile phones, social networking), and considering how their own and others' identity may shift according to place and time; discussing cultural notions of 'self' as public or private
- engaging with other learners and speakers of Italian such as through social media, wikis and video, to describe experiences of using and learning Italian, seeking advice on how to learn and navigate aspects of Italian language and culture such as taboo topics, personal space, and perceptions of image (for example, *È permesso parlare di politica/religione? Con chi? Perché no?*); surveying class-/schoolmates, relatives, neighbours and friends to examine how identities may vary
- reflecting on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures; noticing the adjustments made when interacting with different people

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 (ACLITU127)



Elaborations

- recognising some common interjections, for example, *oh!, e?, cioè, ahimè, ohimè, uffa!*
- recognising the differences in pronunciation of words with similar spelling, for example, *sùbito, subito*
- comparing and contrasting the pronunciation of similar-sounding words using text-to-speech software or the audio option of word-processing programs
- recognising common cognate words in speech, for example, *organizzazione, programmare, arrivare*
- identifying and interpreting sounds and textual features and devices such as onomatopoeia, repetition, simile and metaphor, and understanding how they are used to express emotion and convey attitudes
- analysing personal interactions and audiovisual texts such as films to understand how tone, gesture and body language support meaning
- recognising the difference between anglicised and Italian pronunciation

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 (ACLITU128)



- learning how to use:
 - articles — rules for inclusion or omission, for example, *mio padre* and *il mio papà*; *Buongiorno signora... È la signora ...*
 - nouns — irregular plurals (for example, *la città/le città, il dito/le dita*), and collective nouns, for example, *la gente*
 - pronouns — possessive, reflexive, demonstrative and relative
 - comparatives and superlatives (regular and irregular) to make descriptions more precise, for example, *Il film è più bello del romanzo; è bellissimo*
 - adverbs of time and manner, for example, *ieri, di solito*
 - prepositions (articulated or simple) to indicate destinations and directions, for example, *in Italia, a Roma, al parco*
 - interrogatives, for example, *Chi ...? Quando ...? Come...?*
 - verbs indicating action in the present (including irregular verbs and reflexives) and action across time: present perfect; imperfect; exposure to the future and conditional tenses and impersonal *si*; use of modals to indicate ability/willingness/necessity
 - compound sentences (for example, *Mi piace la pizza ma preferisco le lasagne*), and complex sentences, for example, *La città che ho visitato era bellissima*

Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence (ACLITU129)



- comparing procedural, recount and persuasive texts in Italian and English (for example, recipes, advertisements and weather reports) and describing their similarities and differences
- understanding the elements that create coherence at a whole text level such as the use of cohesive devices, linked paragraphs and sequencing of ideas

Language variation and change

Elaborations

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 (ACLITU130)



- analysing the appropriateness of language choices for a given context and purpose according to age, relationship and gender, for example, the context of use for phrases such as *non mi va* as compared to *non mi piace*
- analysing differences in communicative style between formal and informal interactions, for example, *Come va?* *Come stai?*
- noticing changes in style, lexicon and grammatical structures, observing how the same facts may be communicated differently by different people in different contexts, for example, describing a school assignment (*Non sono stato/a promosso/a; Sono stato/a bocciato/a*)

Analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact (ACLITU131)



- developing awareness of the Latin origins of the Italian language and other Indo-European languages, how Italian has developed as a language, and the use of dialects
- researching the use of dialects within the context of Italian-speaking communities (for example, by developing a portfolio of examples, gathered through interviews, blogs, community radio and events), considering the use of dialect and/or Standard Italian, and reflecting on the findings
- observing changes over time in levels of formality, particularly in spoken Italian such as forms of address, for example, *tu/Lei* compared to *voi/Loro*
- exploring, expanding and consolidating word usage using online applications relating to proverbs, sayings and set phrases

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 (ACLITU132)



- analysing examples of Italian used in the Australian context (for example, by compiling a record of language observed in the community, noting the contexts or domains in which these occur), and comparing own observations with others'
- discussing the choices made by bilingual users of language about which language to use when, and the influences on such choices
- researching the changing nature of languages in contemporary Australia, and considering how it relates to issues such as migration

Role of language and culture

Elaborations

Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity (ACLITU133)



- examining the link between language and cultural values and practices evident in Italy, for example, the appreciation of things of beauty and style expressed by the concept of *la bella figura*; the connotations of the concept of *mammone*
- examining how their own language and culture influence their responses to others
- analysing and discussing language choices by asking, for example, Who uses this expression and where? Why is it meaningful? Why is it used?
- evaluating own and others' assumptions and generalisations about values, beliefs, cultural norms and practices of Italian-speaking communities and how these influence intercultural exchange
- sharing own responses in class to a given topic and comparing with those of others, reflecting on how different people are perceived through their use of language and the way it reflects values and beliefs
- understanding how language and culture convey values such as, respect, for example, *Cosa ne pensi? Sei d'accordo? È giusto? In Australia invece ... A differenza di ...*

Years 9 and 10 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.

The Australian Curriculum Languages - Japanese

Overview

Context statement

The place of Japanese culture and language in Australia and in the world

Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. It is also widely used by communities of speakers in Hawaii, Peru and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia.

Australia has a significant number of Japanese national residents, particularly in the major cities on the eastern seaboard. Japanese culture influences many areas of contemporary Australian society, including the arts, design, technology, fashion, popular culture and cuisine. Japan has been a close strategic and economic partner of Australia's for more than 50 years, and there is ongoing exchange between the two countries in the areas of education, trade, diplomacy and tourism. Japan is an important nation within Asia and a significant contributor to economic, political and diplomatic relations in the region.

The place of the Japanese language in Australian education

Japanese has been taught in Australia for more than 100 years and is widely taught as a second language in Australian schools. The 1960s saw significant growth in the learning of Japanese, with the establishment of many university programs that produced graduate language teachers who worked alongside native-speaking teachers to establish school-based programs. Increased trade and tourism activity between Japan and Australia in the following decades strengthened interest in Japanese-language learning, and government funding such as the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy (1994-2002) and the National Asian Languages and Studies in Schools Program (NALSSP, 2008-12) contributed to growth and further development in both the primary and secondary sectors. The strong relationship between Australia and Japan has led to many collaborative projects in education and intercultural exchange. The Japanese government and private foundations support the teaching and learning of Japanese in Australia through funding professional learning and resource development centres and through involvement in educational exchanges.

The near-parallel time zones and the geographical proximity of Japan to Australia facilitate access, interaction and communication between the two countries. Student exchanges, community engagement such as sister-school and city relationships, and connections developed through other curriculum areas such as art, design and literature provide opportunities for Australian learners of Japanese to interact with Japanese people and to engage in cultural experience. Increasing numbers of students benefit from exchanges and in-country experience. Technology provides many additional opportunities for interaction and exchange with Japanese-speaking people and cultures.

The nature of Japanese language learning

Japanese is the language used by the Japanese for education, business and media communication. Some dialect variations are used in spoken interactions in different regions of the country.

Japanese is a phonetic language. Pronunciation is predictable, and new words can be pronounced easily upon mastery of *hiragana* characters.

Japanese uses three scripts for writing: *hiragana*, the basic phonetic script representing the sounds of Japanese; *katakana*, the companion phonetic script that is largely used for loan words; and *kanji*, Chinese characters that represent meaning rather than sound (ideographs). The three scripts are used interdependently. *Hiragana* is typically the first script learnt, with *katakana* and *kanji* first introduced in context then taught systematically, contributing to script knowledge and competence. The many loan words from other languages expressed through *katakana* reflect the impact of globalisation, technology and popular culture on Japanese language and culture.

Japanese grammar is relatively uniform, with few irregularities, no grammatical gender, and predictable and systematic conjugation of adjectives and verb tenses. There are some differences between Japanese and English elements and patterns, such as the Japanese word order of subject–object–verb. This order forms the basis of sentences that can then be enhanced by the addition of details usually placed before the main items. Pronouns can be omitted and it is not always necessary to articulate the subject of a sentence. Counting and numbering in Japanese involve using classifiers that reflect the nature of the item. Particles are used to mark sentence elements and to indicate the nature of verbs.

An element of the language that may be unfamiliar to some Australian learners is the system of plain and polite forms, which reflect hierarchical relations, social and business-related positioning and issues of respect and status. Plain and polite forms are represented differently in both spoken and written language. Conversational Japanese can be less formal than written Japanese, using shortened sentences, abbreviated plain forms and some omitted particles.

Another feature of Japanese culture reflected in language use is the importance accorded to expressing humility and maintaining harmony. Refusing or deflecting praise of self or family, deferential behaviour and avoidance of direct disagreement or refusal are common characteristics of communicative interactions.

A key aspect of the curriculum involves understanding the cultural dimension that shapes and is shaped by Japanese language. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in intercultural experiences, to develop new ways of seeing and being in the world, and to understand more about themselves in the process.

The diversity of learners of Japanese

While learners of Japanese in Australian schools vary in terms of language backgrounds, cultural experience and prior learning experience, they are predominantly second language learners. Classes may include students with a background in Japanese or in a script-based Asian language. Some students will have had exposure to Japanese language and culture through social interactions, travel or exchange experiences.

The Australian Curriculum: Languages – Japanese is pitched for the majority of the cohort of learners of Japanese for whom Japanese is an additional language (referred to in the Australian Curriculum as second language learners). The curriculum has been developed according to two main learning sequences for these learners, Foundation to Year 10 Sequence and Years 7 to 10 (Year 7 Entry) Sequence.

Teachers will use the curriculum to cater for the range of different learner backgrounds described above by making appropriate adjustments to personalise learning experiences for these students.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Japanese are available as PDF documents.

Languages - Japanese: Sequence of content

Languages - Japanese: Sequence of Achievement - F-10 Sequence

Languages - Japanese: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum Languages - Japanese Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate worlds 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 Japanese language and culture.

Japanese language learning and use

The initial focus is on listening to the sounds and patterns of Japanese through language-rich activities such as rhymes, songs, clapping and action games. Repetition and recycling help children to identify frequently used words, simple phrases and non-verbal communication strategies employed in greetings and other social interactions. Learners experiment with simple responses to prompts and cues.

They are introduced to the scripts through initial exposure to high-frequency kanji, focusing on their ideographic nature before learning the associated Japanese sounds. They learn hiragana using a play-based approach that incorporates chanting, the use of mnemonics and a focus on the creative and crafted process of writing Japanese kana. As they learn to read hiragana they draw on first language literacy skills such as predicting the meaning of unfamiliar elements using contextual cues or by linking them to known elements.

Reading skills begin with recognition of single kanji or hiragana and progress to reading whole words and familiar phrases. Writing skills progress from labelling pictures with single kanji and tracing and copying words in hiragana to scaffolded writing of words and short phrases.

As they progress to using Japanese for functions such as asking and answering questions, responding to classroom instructions, singing songs, and taking turns in games and simple shared tasks, children begin to notice that language behaves differently in different situations and that Japanese speakers communicate in some ways that are different from their own. They practise and repeat formulaic expressions and gestures such as bowing that differ in Japanese from ways of communicating in English. Creative play provides opportunities for exploring these differences and for using Japanese for purposeful interaction.

Contexts of interaction

Children use Japanese to interact with one another and the teacher, with some access to wider school and community members. Information and communications technology (ICT) resources provide additional access to Japanese language and cultural experiences.

Texts and resources

Learners engage with a variety of spoken, visual and written texts. They listen and respond to teacher talk, share ideas, and join in stories, songs, plays and simple conversations. Written and digital texts include stories, wall charts, Big Books, and teacher-produced materials such as games, captions and flashcards.

Features of Japanese language use

Learners become familiar with the sound systems of the Japanese language, including pronunciation and rhythm. They learn to pronounce individual sounds and sound combinations. They understand basic word order in simple sentences, indicate affirmative or negative responses, respond to requests, and notice different levels of formality when addressing friends, family and teachers. They discuss similarities and differences that they notice between Japanese and their first language(s) and culture(s), such as adjective–noun patterns, adding か to ask a question, and ways of showing respect.

Level of support

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling and monitoring by the teacher, provision of rich and varied sources of input, opportunities for recycling and reviewing, and regular cues, feedback, response and encouragement. At this stage, play and imaginative activities, music, movement and familiar routines provide the essential scaffolding for language development.

The role of English

While children are encouraged to use Japanese whenever possible, with the teacher providing rich and varied language input, English is used as a medium of instruction, and for explanation and discussion. This allows learners to discuss differences and similarities they notice between Japanese and their own language(s) and culture(s), to ask questions, and to express their reactions to the experience of learning and using an additional language.

Foundation to Year 2 Content Descriptions

Communicating	
Socialising	Elaborations

Exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures

[Key concepts: self, interaction, politeness, preferences; Key processes: greeting, interacting, introducing, describing]

(ACLJAC109)



- learning how to greet others at different times of the day using appropriate gestures and forms of address, for example, せんせい、おはようございます、さようなら、おはよう、じゃあね
- using culturally appropriate titles, forms of address and levels of politeness in everyday interactions with the teacher and peers, for example, Smith せんせい、ありがとうございます。Tom くん、ありがとう。Alisa さん、おめでとう。
- introducing self, using formal spoken language and appropriate non-verbal language such as bowing, for example, はじめまして、Hana です。どうぞよろしく。
- using formulaic Japanese phrases for everyday interactions such as giving and receiving, thanking, apologising and offering wishes or congratulations, for example, どうぞ、(どうも) ありがとう、すみません、がんばって
- indicating likes and dislikes, using modelled statements such as いぬ が すき です。わに が すき じゃない です。
- describing friends, favourite things and objects, using visual, concrete and digital support material, for example, これは ねずみ です。ちいさい です。かわいい です。はいいろ です。すいか です。おいしい です。ちいさい 目 です。
- responding to questions and indicating ownership, for example, だれ の ですか。わたし の です。Ollie くん/ Sarah さん の です。わたし の えんぴつ(です)。
- using formulaic expressions to convey emotions, for example, すごい、え～！、かわいい、やったー！

Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning

[Key concepts: play, action learning, collaboration; Key processes: participating, turn-taking, interacting]

(ACLJAC110)



- singing and responding to action songs such as ????????, ??????, ??????, ?????????????? or tongue twisters (????) such as ?????????????? ??????????????????
- playing じゃんけんぽん and using it in interactions such as turn-taking
- participating in games, tasks and activities that involve guessing, matching and choosing objects, such as Bingo, Snap or Go Fish, using modelled questions and responses, for example, うさぎ です か。はい/いいえ。はい、うさぎ です。いいえ、うさぎ じゃない です。
- using formulaic phrases related to playing games, for example, つぎ、はい！、 かった、まけた、ざんねん、あたり、はずれ
- using rehearsed language to collaborate in craft activities, for example, のり を ください。はい、どうぞ。

Participate in classroom routines such as addressing and responding to the teacher, opening and closing of lessons, transition activities, following instructions, thanking and asking for help, using appropriate gestures and behaviour
[Key concepts: routines, rules, interactions; Key processes: participating, responding, requesting, apologising]

(ACLJAC111)



- participating as a group in classroom routines such as opening and closing lessons, for example, せんせい、おはようございます。さようなら。、 using appropriate gestures
- understanding and responding to questions using まる/ぱつ (○×) and はい/いいえ
- understanding and responding to classroom instructions to play games, complete work or get ready for class, for example, たって ください、すわって ください、かいて ください、みて ください、よんで ください、きいて ください。
- requesting classroom objects, for example, noun を ください、えんぴつ が ありますか。はい、どうぞ。
- giving one another reminders such as しずかに、すわって、 using appropriate gestures
- participating in routine exchanges such as responding to the class roll and apologising for arriving late, for example, はい、います。Tia さん は、いません。やすみ です。おくれて すみません。

Informing

Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks

[Key concepts: information, meaning, text, context; Key processes: listening, identifying, demonstrating, making meaning]

(ACLJAC112)



Elaborations

- listening for key words in stories, rhymes or songs, using visual cues such as gestures and facial expressions to assist understanding
- recognising simple *kanji*, *hiragana* or words in familiar contexts such as labels and titles
- demonstrating early Japanese literacy skills by selecting the correct *hiragana* or *kanji* through labelling, matching, clicking and dragging, drawing, mime and actions
- listening to and/or viewing texts to obtain information such as colour (あか、あお、しろ、くろ、きいろ), size (おおきい、ちいさい) and shape (まる、さんかく、しかく), and using this information in guided activities such as drawing, building or collecting
- listening to information about Japan, and demonstrating understanding by responding to questions such as 日本^{にほん}ですか。しんかんせん ですか。すし ですか。はい/いいえ, for example, by pointing to places on a map, such as Japan, Tokyo or Mount Fuji, or at pictures of different types of food

Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials

[Key concepts: self, family, immediate environment; Key processes: naming, labelling, presenting, describing]

(ACLJAC113)



- using digital technologies to help label and name personal items, classroom objects and shared resources, for example, ほん、きょうしつ、つくえ、いす、まど
- using simple sentence structures, familiar vocabulary, concrete materials and appropriate gestures to provide information about self and immediate environment, for example, ぼく の えんぴつ です。いぬ が すき です。
- presenting spoken information related to significant objects, using phrases such as わたし/ぼく の noun です。adjective です。これ は noun です。
- expressing factual information about qualities such as colour あか、あお、しろ、くろ、きいろ、number 一〜百、size おおきい、ちいさい and shape まる、さんかく、しかく
- making simple spoken statements about friends, family or favourite characters, for example, げんき、やさしい、おもしろい、つよい、しずか, using images or support materials

Creating

Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement

[Key concepts: imagination, response, expression; Key processes: responding, performing, sharing, expressing]

(ACLJAC114)



Elaborations

- performing songs such as あたまかたひざあし、むすんでひらいて, rhymes, chants or simple stories that include repeated phrases and rhythms and non-verbal forms of expression such as clapping, gestures and facial expressions
- using simple language structures and supporting drawings or actions to describe and respond to imaginary characters or experiences, for example, おばけ/おに/かっぱ/たぬき/ようかい です。
- participating in shared reading and viewing of print and digital imaginative texts, sharing opinions and responding to prompt questions such as だれ ですか。ちいさい ですか。おおきい ですか。かわいい ですか。
- making simple statements about favourite characters in stories or songs, for example, やさしい/かわいい/こわいつよい
- responding to Japanese versions of familiar children's stories and folk tales, comparing expressions at key points in the story with English-language versions, and re-enacting with puppets, props or actions

Participate in shared performances and presentations of stories, songs, chants and rhymes

[Key concepts: performance, narration, image, rhythm; Key processes: acting, creating, composing, expressing]

(ACLJAC115)



- re-enacting or retelling simple stories or interactions with puppets, props, actions or gestures, using modelled language such as おむすびころりん、ももたろう
- creating digital texts based around familiar contexts and characters using pictures and captions
- creating/re-creating simple songs, poems and rhymes using spoken and written language as well as non-verbal forms of support such as clapping, gestures and facial expressions

Translating

Elaborations

Translate words and familiar phrases used in everyday situations from Japanese into English and vice versa, noticing how some words are shared between Japanese and English
[Key concepts: meaning, translation, explanation; Key processes: translating, demonstrating, interpreting]

(ACLJAC116)




- explaining to others the meaning and use of simple expressions such as greetings that are used for different times and occasions, for example, おはようございます、いただきます
- using classroom resources such as word banks, visual and online dictionaries, word lists and pictures to translate the meaning of single words and common expressions
- identifying Japanese expressions and practices that do not translate readily into English, for example, きもの、おべんとう、せんせい、～さん、～くん, using two hands for giving and receiving and まる/ぱつ (o×)
- finding examples of Japanese words used in English, for example, 'sushi', 'karate', 'origami', and explaining what they mean
- identifying key words in children's stories or songs, for example, むかしむかし、おわり, and providing English translations or explanations of meaning

Create simple print or digital bilingual texts for the classroom environment, such as captions, labels and wall charts
[Key concepts: meaning, vocabulary, bilingualism; Key processes: creating, matching, selecting]

(ACLJAC117)



- performing simple presentations for the school community that involve both Japanese and English language elements, such as a contribution to an assembly performance for Grandparents' Day
 - creating bilingual wall charts or picture dictionaries with captions, stickers and simple descriptions in English to explain Japanese words and expressions that have particular cultural meaning
 - writing parallel captions in Japanese and English for a photographic display of a class event such as a sports carnival or pets' day or about a topic such as caring for the school environment
- 
- creating sets of word cards in English and Japanese and playing matching games such as Memory or Snap

Reflecting

Notice and describe some ways in which Japanese language and communicative behaviour are similar or different to own language(s) and cultural forms of expression
[Key concepts: language, culture, similarity and difference, respect; Key processes: noticing, comparing, considering]

(ACLJAC118)



Elaborations

- comparing Japanese ways of showing respect and being polite with how this is done in their own language(s), for example, by using titles such as *Sensei*, bowing, and accepting objects with both hands
- comparing aspects of Australian and Japanese children's lifestyles, such as ways of playing games じゃんけん, eating food (using chopsticks and formulaic language) or addressing family members and friends
- experimenting with using Japanese in spontaneous interactions, for example, いたい、すごい、ぺこぺこ、がんばれ、, noticing any changes in the use of voice or body language and communicating how this feels

Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups

[Key concepts: identity, self, group, communication; Key processes: describing, explaining, identifying]

(ACLJAC119)



- making simple statements about themselves, such as their name and age, for example, ぼくは Sam です、9 さい です。
- identifying themselves as part of a family, class or peer group ぼくは おとうと です。おねえさんは < 15 さい です。 , for example, by representing these relationships through drawing pictures or a family tree, adding captions to photos or creating digital presentations
- noticing and comparing their own use of words or expressions from different languages when communicating in English

Understanding

Systems of language

Recognise sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the three different scripts

[Key concepts: mora, rhythm, intonation; Key processes: listening, distinguishing, recognising]

(ACLJAU120)



Elaborations

- recognising the concept of the basic unit of sound in Japanese ('mora': モーラ or 拍^{はく}), for example, いいえ has three moras
- understanding that the independent nasal sound 'n' (ん) has a mora of its own, for example, こんにちは
- understanding that when pronouncing Japanese it is important to keep the length of each mora even
- noticing that statements and questions have different intonation patterns

Recognise and copy some hiragana and a few high-frequency kanji

[Key concepts: script, kana, kanji, phonemic awareness, meaning; Key processes: recognising, tracing, copying]

(ACLJAU121)



- understanding that the Japanese language uses three different scripts depending on word origins and the context of language use
- understanding that one *kana* represents a basic unit of Japanese sound
- understanding that each individual *kanji* represents meaning as well as sounds, for example, 日、日、日^{ひ ひ にち}, whereas one *kana* or one letter of the English alphabet does not represent individual meaning
- recognising some *kanji*, for example, numbers and 象形文字^{しょうけいもじ} (pictographs) such as 山、川、口、目、上^{やま かわ ぐち め うえ}
- recognising the 46 basic *hiragana*, using supports such as mnemonic clues
- tracing and copying *kanji* and *kana*
- tracing and copying their own name in *katakana* or *hiragana*
- identifying known *hiragana* within a word and using that to predict the meaning
- noticing that Japanese can be written vertically or horizontally

Understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar

[Key concepts: grammar, vocabulary, syntax; Key processes: recognising, describing, indicating]

(ACLJAU122)



- knowing common forms of greetings, for example, おはようございます, おはよう, and noticing the different levels of formality
- identifying gender-specific pronouns わたし and ぼく
- understanding the use of common suffixes such as さん or くん or titles such as せんせい to address and refer to other people, for example, Luke くん and White せんせい
- understanding basic word order in simple sentences, for example, noun が すきです。りんご が すき です。 , adjective + noun です。 おおきい いぬ です。
- understanding how to specify items using the possessive particle の, for example, わたし の かぞく, Sarah さんの ほん、おばあさん の いえ
- referring to numbers of things using cardinal numbers 0–100: 一、二、三 ... 百
- learning to describe the colour あお です。 size おおきい です。 and shape まる です。 of things
- understanding different question words such as だれ、なに、どこ and the sentence-ending particle か
- recognising and responding to a request using verb ください, for example, きいて ください。 and すわって ください。
- indicating affirmative and negative responses using はい and いいえ
- using some culturally specific parallel phrases related to giving and receiving, for example, どうぞ and ありがとう
- learning to use common onomatopoeia such as ぺこぺこ and わんわん
- building vocabulary to describe and label familiar and immediate objects and environments

Understand that language is organised as 'text', and that different types of texts, such as storybooks, songs, chants, labels or rhymes, have different features

[Key concepts: text, meaning, genre, metalanguage; Key processes: recognising, identifying, describing]

(ACLJAU123)



- understanding texts as different forms of communication that are spoken, written, digital or visual, and recognising that they can be very short, for example, たって, or much longer, for example, たって ください。
- recognising that different types of texts have different features, for example, repetition and rhythm in action songs and chants
- beginning to use metalanguage to talk about texts, identifying and naming familiar types of texts, such as 'story', 'list', 'song', 'rhyme' and 'tongue twister', and describing features, for example, stories usually have a story starter (むかしむかし), while songs usually have rhyming and the repetition of words
- noticing how texts such as storybooks are sequenced and organised, for example, by identifying the main title and the connections between pictures and text

Language variation and change

Elaborations

Recognise that there are differences in how language is used in different cultural and social contexts, such as ways of greeting and addressing people

[Key concepts: variation, context, culture; Key processes: exploring, identifying, comparing]

(ACLJAU124)



- exploring how language is used differently in Japanese to reflect different relationships, for example, parent–child exchanges おはよう、いってらっしゃい、いってきます、ただいま、おかえり, communication with peers なに？, and teacher–child interactions なんですか。
- understanding that language use varies according to the context and situation, for example, こんにちは。and もしもし。
- understanding that language forms such as greetings vary according to the time of day or the occasion, for example, おはよう、こんにちは、こんばんは
- understanding that language used in particular interactions can vary between cultural contexts, for example, the use of titles in Japanese (～さん、～せんせい) compared to the informal use of names in Australian English

Recognise that Japanese and English borrow words and expressions from each other and from other languages

[Key concepts: language, change, word borrowing; Key processes: noticing, recognising, classifying]

(ACLJAU125)



- noticing that languages borrow words from one another and that both Japanese and Australian English include many words and expressions from other languages
- recognising that Japanese uses many loan words from English and other languages, such as ペン、テレビ、ピンク, and that these are pronounced differently by Japanese speakers
- recognising that English loan words in Japanese are written in *katakana* and sound like a familiar word in English, for example, レモン、ピザ、アイスクリーム
- creating a class record of Japanese words that are used in English and other languages, such as 'judo', 'origami', 'sushi' and 'manga', and comparing how these words are pronounced in the two languages

Role of language and culture

Elaborations

Understand that language and culture are closely connected

[Key concepts: language, culture, meaning; Key processes: noticing, reflecting, questioning]

(ACLJAU126)



- exploring the meaning of 'culture', how it involves visible elements, such as ways of eating or symbols such as flags, and invisible elements, such as how people live, how they think about themselves and others and how they relate to their environment
- understanding that learning and using Japanese involves becoming familiar with some different ways of communicating, for example, いただきます、ごちそうさま, and also some ways of thinking about things and behaving that may be unfamiliar
- noticing similarities and differences between classroom interactions in Japanese and English, for example, referring to the teacher using only せんせい
- understanding that culture and cultural behaviours are woven into languages and cannot be separated from them, for example, it is possible to bow without a spoken greeting in Japanese but not to greet without bowing

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers through play- and action-related language. They use formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells, for example, おはようございます、おはよう、こんにちは、さようなら、また、あした, thanking and apologising, and giving and receiving, for example, どうぞ、どうも. They use visual, non-verbal and contextual support such as pictures, gestures, facial expressions and props to make meaning of simple texts. When listening to simple repetitive spoken texts, they identify key words such as names or numbers of objects or people, and demonstrate comprehension by actions, drawing or labelling. They respond to instructions through actions, for example, きいて ください。みて ください。 , and respond to questions, for example, だれなに どこ with single words and set phrases and by selecting images or objects, for example, いぬ です か。ねこ です か。 . They present information about themselves, their family, friends and favourite things at word and simple sentence level, using formulaic and modelled language. They describe people and objects using adjectives to indicate colour, shape and size, for example, あかい りんご、おおきい、まるい. They indicate ownership by using, for example, だれ の ですか。わたし/ぼく の です。 They mimic Japanese pronunciation, intonation and rhythm through shared reading and singing. Students recognise and begin to write single *kanji*, such as 人, 木, 山, 川, 月, 日, 一, 二, 三, the 46 *hiragana* symbols, and some *hiragana* words such as くち、ねこ、あお、しかく. They demonstrate understanding of *hiragana* as well as *kanji* by actions such as matching, labelling and sorting. They translate and interpret examples of everyday Japanese language use and cultural behaviours such as the exchange of greetings or thanks, terms of address and some formulaic expressions and behaviours.

Students identify the three different scripts in Japanese, *hiragana*, *kanji* and *katakana*. They understand that *hiragana* represents the basic units of Japanese sound and apply that knowledge in their communication. They know that *kanji* represents meaning as well as sounds, and that *katakana* is used for borrowed words. They know that stroke order in writing characters is important. Students identify patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word order in greetings, such as Smith せんせい、and in simple sentences, such as おりがみ が すきです。ぞう は おおきい です。 . They provide examples of different ways of addressing friends, family and teachers or other adults. They use pronouns, such as わたし/ぼく, and titles/suffixes, such as ～せんせい/～さん/～くん, to address different people. They identify Japanese words that are often used in English-speaking contexts, for example, ‘sushi’, ‘origami’ and ‘karate’. They give examples of Japanese words and phrases that have been borrowed from other languages, such as ピンク、テレビ、パン. They identify similarities and differences between Japanese and their own languages and cultures.

Years 3 and 4

The nature of the learners

At this level, children are developing awareness of their social worlds and of their memberships of various groups, including of the Japanese class. They are further developing literacy capabilities in English, and while this highlights differences between writing in alphabetic and character-based languages, it also assists to some degree in learning Japanese. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Japanese language learning and use

The development of oral proficiency at this stage continues to rely on rich language input in different modes. Learners listen and respond by actions to build active listening and comprehension skills. They participate in classroom routines and tasks and use some spontaneous language to describe feelings related to classroom activities. They participate in games and activities and engage with texts through teacher-generated questions and prompting. They give short presentations related to their personal worlds, including simple descriptions. With support they create labels, captions and short sentences. Language experience and input include authentic texts with some modification, familiar vocabulary and simple sentence structures. Children are supported to expand their use of the language in familiar interactions and situations, such as exchanging simple information and participating in shared tasks, performances and play. They continue to control simple grammatical forms and build vocabulary that can be adapted for different purposes. Students learn the use of diacritic marks to create voiced sounds. They learn to produce and pronounce characters with the support of flashcards, mnemonics, digital games and exercises. They read and write words written in hiragana and in high-frequency kanji with support and scaffolding. There is a combined focus on grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use through purposeful communicative activities and experiences.

Contexts of interaction

The context in which learners interact is primarily the language classroom and the school environment, with some access to wider communities of Japanese speakers and resources through digital technology.

Texts and resources

Children develop literacy skills and textual knowledge through supported interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts such as picture books, stories, puppet plays, songs and games develop the expressive and cultural dimensions of language. To support the development of cultural knowledge, learners may have access to resources developed for Japanese children, such as storybooks, songs, television programs or interactive games.

Features of Japanese language use

Learners recognise the predictable nature of pronunciation in Japanese and apply their knowledge of sound–letter associations to spell new words. They recognise and use elements of grammar such as simple verb forms, adjectives, interrogatives and some particles to understand and create simple spoken and written texts. They use appropriate word order and sentence structures, including time, counter classifiers, and present, past and negative forms. Learning Japanese contributes to learners' general literacy development and to the process of making sense of their worlds that characterises this stage of their development. As they encounter elements of Japanese language they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating.

Level of support

This stage of learning involves extensive support. Tasks are carefully scaffolded. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection. Learners use the hiragana chart as a systematic framework to support reading and writing.

The role of English

Learners are supported to use Japanese as much as possible for classroom routines, social interaction, structured learning tasks and language experimentation and practice. English is used for discussion, explanation and reflection, enabling learners to develop a language (metalanguage) for sharing ideas about language and culture systems and experience. Using both Japanese and English in the classroom develops awareness of what it means to be bilingual.

Years 3 and 4 Content Descriptions

Communicating

Socialising

Interact with the teacher and peers to exchange information about self, family, friends and favourite things, and likes and dislikes, and to express praise, support and respect for others
[Key concepts: communication, information, self, family, respect; Key processes: introducing, interacting, describing]

(ACLJAC127)



Elaborations

- introducing self using formal spoken language and appropriate non-verbal language such as bowing, for example, はじめまして、Julie ですよ、九さいですよ、おんがくが すき ですよ、どうぞ よろしく
- exchanging information and building vocabulary to communicate about self, friends or family, using simple statements such as かぞく は 六人 ですよ。おとうさん と おかあさん と おねえさん と ぼく と いもうと と あかちゃん ですよ。いもうと は 五さい ですよ。おかあさん は やさしい ですよ。
- asking and answering factual questions relating to concepts such as time, place or number, using formulaic structures and familiar expressions, for example, かぞく は なんにん ですよ か。3人 ですよ。いつ ですよ か。五月 ですよ。なんじ ですよ か。三じ ですよ。どこ ですよ か。
- showing interest in and respect for others, such as by expressing praise or encouragement, using formulaic expressions, for example, だいじょうぶ? たいへん? むずかしい? すごい(です)ね、やさしいね、おもしろいね、じょうず ですよ、かっこいいね、たのしかった?
- communicating about activities and shared experiences, for example, place に いきました。food を たべました。drink を のみます。activity/sports を しましょう/しました。おいしかったです。

Participate in guided tasks that involve following instructions and cooperating with peers, such as sports and craft activities
[Key concepts: collaboration, participation, task, performance; Key processes: following instructions, rehearsing, performing, presenting]

(ACLJAC128)



- participating in guided tasks involving instructions and peer cooperation, such as group/pair language activities, games and sports, for example, せんせい says, ふくわらい、じゃんけんぽん, What's the time, Mr Wolf?
- following procedures for activities such as cooking, model-making or origami, understanding instructions such as はんぶん に おって、ここ に おいて、あつめて
- participating in classroom routines, such as taking the roll はい、います。いいえ、いません。 , naming the months and days of the week and describing the weather, for example, きょう は 月曜日 です。はれ です。
- preparing, rehearsing and conducting presentations and performances, such as a Japanese item for assembly or a digital presentation about a significant event
- working collaboratively to adapt and perform action songs, for example, by changing lyrics (替え歌) based on modelled patterns, rehearsing and performing songs with appropriate gestures and actions

Follow teacher instructions and directions by responding to questions and requests, and use simple questions and statements to ask permission and to show interest and appreciation

[Key concepts: interaction, negotiation, response; Key processes: responding, requesting, rehearsing]

(ACLJAC129)



- participating in classroom interactions, for example, by responding with comments such as Matt くん は いません。Todd くん と Sally さん は やすみ です。Ella さん も やすみ です。
- using appropriate formulaic expressions and gestures to contribute to interactions, for example, しつれいします。おねがいします。
- asking for help or clarification, for example, すみません。もういちど。 , and negotiating turn-taking, for example, ちょっと まって。Matilda さん の ばん。どうぞ。
- responding to teacher instructions such as ペア に なってください。三人 グループ に なってください。ならんでください。大きいこえで。
- recognising and rehearsing interjections or fillers in conversations, for example, ええとすみません。ほんとう? そうですね。

Informing

Elaborations

Locate and process specific points of information in familiar types of written, spoken, multimodal and digital texts associated with people, places and objects

[Key concepts: information, research, data; Key processes: locating, collecting, classifying, recognising]

(ACLJAC130)



- finding examples of Japanese language at home or in the community to create a class collection, display or digital database of terms related to recipes, toys, gadgets or menus
- viewing or listening to a simple community text such as a weather report, recognising key words such as はれ、くもり
- identifying features of seasons and tracking the progress of seasonal weather changes on a map of Japan, for example, reports of さくら、つゆ、こうよう
- gathering information about one another's home life and activities, for example, by surveys on pets, sports, activities, families, or likes and dislikes, using graphs to display results
- viewing or reading simple print or digital texts such as advertisements, catalogues, menus or packaging to locate key points of information in relation to elements such as product, number, price, target audience or capacity for recycling



Present factual information relating to familiar home, community and cultural contexts, using graphic and digital support such as photos, tables, lists and charts

[Key concepts: family, relationships, routines; Key processes: describing, explaining, annotating]

(ACLJAC131)



- describing family members and friends, identifying relationships such as お母さん^{かあ}, using simple descriptive, modelled language and supporting resources, for example, これは わたし の お父さん^{とう} です。Ken です。お父さん^{とう} は やきゅう が すきです。お父さん^{とう} は やさしい です。
- creating a display such as a chart, diorama, mini book or digital presentation to showcase elements of their Japanese language learning, for example, ぼく/わたし の ふでばこ、ぼく/わたし の かばん
- labelling aspects of their daily routines, selecting captions or attaching word bubbles, including expressions of time, for example, waking in the morning with a clock displaying 七^{しち/なな} じ and the words おはようございます。

Creating

Elaborations

Participate in and respond to imaginative texts such as interactive stories and performances, for example by acting out responses or making simple statements to identify and compare favourite characters and elements

[Key concepts: response, expression; Key processes: participating, imagining, creating, interpreting]

(ACLJAC132)



- viewing excerpts from texts such as *anime* and children's television programs, listening for key words and familiar phrases and interpreting cultural expressions and behaviours
- collecting favourite exclamations, words or expressions used in imaginative and expressive texts in oral, print and digital formats, such as へえー、うそー、あれ？、うーん、どうしよう、こまった、できた、やったー！、おめでとう、がんばって、すごい、いいよ、だめ and using them in their own communicative exchanges in similar modes
- drawing their own versions of characters encountered in imaginative texts, and selecting simple descriptive modelled statements as captions to their pictures
- sequencing elements of imaginative texts such as cartoons or simple narratives, for example, by creating a storyboard using pictures and captions
- recognising character traits or behaviours in texts such as *anime*, *manga* and children's stories that reflect Japanese culture and traditions

Create and present imaginative texts for a range of audiences that use familiar expressions and modelled language and allow for exploration and enjoyment of language, cultural expression and performance

[Key concepts: fantasy, imagination, dramatisation; Key processes: imagining, creating, experimenting, performing]

(ACLJAC133)



- creating imaginary characters, places or animals, and presenting them through performance, digital display or visual representation, for example, みみ が 大きい です。かわ に います。food/object を たべます。とても かわいい です。おばけやしき です。たくさん おばけ が います。目 が 大きい です。あし が ありません。
- incorporating onomatopoeic sounds such as どきどき、ぺこぺこ、びかびか、にこにこ into written/performed texts to enrich the texts and to entertain others
- taking on the role of a character from a story, *manga* or *anime*, and responding to questions such as すきな たべものは なん です か。noun が すき です か。なんさい です か。
- creating, performing and presenting imaginative texts such as skits, songs and raps

Translating

Interpret and explain simple interactions in Japanese, noticing linguistic and cultural features

[Key concepts: meaning, culture, translation, interpretation; Key processes: identifying, explaining, interpreting, comparing]

(ACLJAC134)



Elaborations

- explaining features of Japanese language protocols such as the use of formulaic expressions, for example, いってきます、ただいま, counter classifiers, and the indication of politeness by using です
- explaining and modelling culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。しつれいします。
- demonstrating and explaining hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response
- using visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

Create bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays, or photo stories

[Key concepts: bilingualism, expression, code-mixing; Key processes: translating, performing, creating, adapting]

(ACLJAC135)



- including some Japanese words, exclamations or phrases when interacting in English in simple games or exchanges that involve feelings or reactions, for example, いたい, あぶない, oh that was fun, でも まけた。Anne さん, that was すごい !
- performing bilingual versions of familiar songs such as 'If You're Happy and You Know It ...', alternating between the two languages and switching key words in repeated phrases
- creating personal print or digital bilingual dictionaries that include visual cues and representations
- creating simple activities or action songs that involve alternating or combining repeated words or phrases in Japanese and English, such as verbs, question words or months of the year, for example, せんせい says

Reflecting

Notice what is similar or different to own language and culture when interacting in Japanese in different contexts and situations

[Key concepts: respect, culture, similarity and difference, communication; Key processes: identifying, explaining, experimenting, reflecting]

(ACLJAC136)



Elaborations

- noticing how respect is shown to teachers and classmates through practices such as apologising for 'interrupting' when entering a room, しつれいします, おくれて すみません, expressing humility by not going first or putting oneself forward どうぞ, or not using さん for self
- practising ways of accepting compliments or praise in Japanese, for example, by saying いいえ instead of ありがとう, and comparing this with what they would do in a similar situation in their own language(s)
- noticing differences between Japanese and Australian-English language used in certain social situations, for example, いただきます, ごちそうさまでした, before and after meals, and ただいま, おかえりなさい, when leaving or returning home, including forms of address and the use of body language, intonation and expression
- considering how some aspects of Australian ways of communicating such as greetings, responding to thanks or using direct eye contact may be interpreted by people from a Japanese cultural background



Notice how ways of communicating and behaving reflect identity and relationships

[Key concepts: identity, community, family, culture; Key processes: selecting, creating, representing, comparing]





(ACLJAC137)



- using digital resources to create a self-profile such as an avatar or montage to exchange with a potential Japanese friend, selecting key words and simple expressions from word banks and modelled statements that capture their sense of themselves, and comparing their choices and how they think about their identity
- sharing ideas about their family cultures, creating visual or digital representations of their families, friendship groups and communities, and listing key terms and expressions associated with each group
- noticing and comparing their own and one another's ways of communicating, identifying any elements that reflect cultural differences or influences of other languages, including those from the Asia region



Understanding

Systems of language	Elaborations
<p>Understand that hiragana symbols can be combined to represent words</p> <p>[Key concepts: consonant, vowel, kana, foot, mora, rhythm, pronunciation; Key processes: recognising, differentiating, demonstrating]</p> <p>(ACLJAU138)</p>  	<ul style="list-style-type: none">• recognising that there are 19 distinct consonants in Japanese (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)• understanding the system of basic Japanese sound combinations, that is, a vowel can be attached to most consonants to produce a <i>kana</i>• understanding that vowel length can differentiate words in Japanese, for example, 'e' (え) for a picture and 'ee' (ええ) for 'yeah'• recognising the concept of the minimum unit of rhythm in Japanese ('foot' or フット) and that one foot in Japanese consists of two moras, for example, ごちそうさま is pronounced as a three-foot word ごち・そう・さま• demonstrating understanding of the differences in pronunciation of English and Japanese versions of loan words such as バナナ、ペット、サッカー
<p>Recognise the systematic order within the hiragana character set; commence hiragana script writing and recognise and write frequently used kanji</p> <p>[Key concepts: character, kana and kanji, stroke order, font; Key processes: recognising, tracing, reading, writing]</p> <p>(ACLJAU139)</p>  	<ul style="list-style-type: none">• learning how to use the character chart as a systematic framework for reading and writing• understanding that there is a stroke order for both <i>kana</i> and <i>kanji</i>• recognising that Japanese has various printed fonts and that handwritten forms of several characters differ from the printed versions in most fonts, for example, き、さ、ふ、ら、り• learning to read and write words using <i>kana</i>

Understand and identify elements of basic grammar and sentence structure and interaction patterns

[Key concepts: verb conjugation, particles, word order, vocabulary, counter; Key processes: describing, indicating, identifying, questioning]

(ACLJAU140)



- developing metalanguage for communicating about language, using concepts such as parts of speech, for example, 'noun', 'verb' and 'adjective'
- understanding the rules of Japanese word order (subject + object + verb), the use of associated particles は、を、と、も、に、 and the use of が in formulaic expressions, for example, noun が すき です。
- describing actions using verb ます form, for example, すしを たべます。
- understanding the rules for conjugating verbs, such as ～ます、～ましょう、～ました、～ません
- understanding that Japanese uses name + suffix instead of pronouns when referring to other people, for example, John くん、はなさん、Grant せんせい
- indicating time and frequency using expressions such as まいにち、ときどき
- describing people, animals, places and things using adjective–noun phrases, for example, 大きい 目、おいしい もも
- understanding time words associated with days of the week, months of the year and seasons
- building vocabulary that relates to familiar environments in daily life and personal worlds and that can be used for cross-curricular content learning
- beginning to use counters in Japanese, for example, ～人、～さい、～月
- telling time using ～じ/ ～じはん です。なんじ です か。
- seeking information using question words such as なに、なん、いつ、どこ and だれ and the sentence-ending particle か, for example, なに が すき です か。なんさい です か。なんにん です か。いつ です か。

Recognise that texts such as stories, games and conversations have particular language features and textual conventions

[Key concepts: text, genre, language features, mode; Key processes: comparing, analysing, recognising]

(ACLJAU141)



- recognising features of familiar genres of Japanese texts such as picture books, digital books or games, video clips or songs
- recognising differences between the layout and language features of different types of texts, including たてがき, よこがき
- recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon
- recognising patterns in simple spoken or written texts in Japanese, for example, in relation to the use of particles, verb endings and other frequently occurring features

Language variation and change

Elaborations

Understand that language varies according to the age and relationship of those using it, and according to the situation in which it is being used

[Key concepts: register, context, variation; Key processes: observing, recognising, reflecting]

(ACLJAU142)



- observing that Japanese expressions can be made more or less formal with very slight changes, for example, おはよう and おはようございます、はし and おはし、なまえ and おなまえ、to suit the relationship between speakers
- noticing differences in the ways in which both Japanese and English speakers communicate with different people, for example, with young children, with unfamiliar adults or with elderly people
- reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour
- recognising that familial terms such as おじいさん and おばあさん are often used in place of 'old man' or 'old woman' in both folk tales and daily conversation, and considering why this might be so

Recognise that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region

[Key concepts: language status, standard language, multilingualism; Key processes: recognising, comparing, classifying]

(ACLJAU143)



- understanding the status of Japanese as the official language of Japan, a major language in the Asia-Pacific region, a world language and an Australian community language



- understanding that there is a standardised form of Japanese, and that different dialects are spoken in different regions of Japan
- comparing the language profile of Japan with the multilingual nature of Australian society, which includes speakers of Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages



Role of language and culture

Elaborations

Understand that the ways people use language reflect where and how they live and what is important to them

[Key concepts: cultural expression, values, respect, gestures;

Key processes: observing, comparing, discussing, interpreting]

(ACLJAU144)



- understanding that language carries information about the people who use it and that common expressions often reflect cultural values, for example, the importance of respect for older people is reflected in terms of address in Japanese
- exploring additional elements of 'culture', such as what is valued in different communities, contexts and environments, or different approaches to teaching and learning in school, understanding formulaic expressions that reflect cultural values, for example, いってきます、いってらっしゃい、きをつけて
- noticing how politeness and respect are conveyed in Japanese language and behaviour, such as how body language and gestures can replace language, for example, bowing as an apology or as a request to be excused
- learning to discuss culture and language by responding to prompt questions such as 'What do you notice?' 'Why do you think that ...?' 'How is this similar / different ...?'
- identifying terms, expressions and ways of communicating associated with Australian contexts that might need explaining to Japanese children, for example, using first names when addressing adults, colloquial expressions such as 'no worries' or 'footy', and terms associated with Indigenous cultures, such as 'the Dreaming'



Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers in regular classroom routines and structured interactions. They understand and respond to instructions related to classroom organisation and activities, for example, ペア になっ てください。大きい こえ で いっ てください。 They use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another, for example,

がんばって。 They use language spontaneously in simple familiar communicative exchanges, for example, やったー！ だいじょうぶ？。 They respond to simple questions using short spoken statements, for example, いつ ですか。なに が すき ですか。 They use counter classifiers in response to questions such as なん^{にん}人、なん^{がつ}月、なんじ、なんさい。 Students identify specific items of information, such as facts about or key characteristics of people, when listening to or viewing texts such as short stories, weather reports or video clips. They use cues such as context, visual images and familiar vocabulary to assist comprehension. They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists. They describe people and events using adjectives, time-related vocabulary and appropriate verb forms, such as ます、ましよう、ました and ません。 They read and write the 46 hiragana, including long vowels (for example, おとうさん、おおきい), voiced sounds (for example, かぞく、たべます), and blended sounds as formulaic language (for example, きょう、でしよう), as well as high-frequency kanji such as 月、日、先生。 They apply word order (subject–object–verb) in simple sentences. They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language. They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily. Students identify examples of cultural differences between ways of communicating in Japanese and in their own language(s).

Students identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning. They identify ways in which rhythm is used to chunk phrases within a sentence. Students use the hiragana chart to support their reading and writing, recognising its systematic nature. They demonstrate awareness of the predictable nature of pronunciation. They know the role of particles, for example, は、を、と、も、に; the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か。 They understand and use the rules and phonetic changes that apply to counter classifiers, for example, はっさい、ひとり、ふたり。 They identify language variations that occur according to the age and relationship of participants, and according to the situation, for example, なまえ/ おなまえ、はし/ おはし。 They demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning. Students identify ways in which Japanese language reflects ways of behaving and thinking.

Years 5 and 6

The nature of the learners

At this level, students are widening their social networks, experiences and communication repertoires in both their first language and Japanese. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining a greater awareness of the world around them. Learners are noticing similarities and differences between Japanese language and culture and their own.

Japanese language learning and use

Learners use Japanese with peers and the teacher for a widening range of purposes: asking and responding to questions, exchanging information, expressing ideas and feelings, performing, responding to learning experiences, and interacting with Japanese language resources. They are developing greater fluency and accuracy in communication. As they draw on a growing range of vocabulary resources and grammatical structures, their pronunciation, intonation and phrasing improve. They begin to use Japanese more spontaneously when interacting with one another, and use an increasing range of body language and gestures. Shared tasks provide a context for purposeful language experience and experimentation. Focused attention on language structures, literacy skills development and exploration of cultural elements of communication are conducted at least in part in Japanese. Learners use digital media to support their learning in increasingly independent ways, such as exchanging resources and information with other Japanese speakers. In doing this, they may access music and media resources.

Contexts of interaction

Learners use Japanese with one another and with the teacher for a growing range of purposes. They may have some access to other Japanese speakers and cultural experiences in wider contexts and communities through the use of information and communications technology (ICT).

Texts and resources

Learners engage with a growing range of oral, written and multimodal texts, including published texts such as modified folk stories, songs and computer games, as well as teacher-generated resources such as language games, exercises and presentations. In addition, learners have some access to Japanese language and culture through texts created for young Japanese people, such as stories, music clips, anime/manga and video clips.

Features of Japanese language use

Learners notice the relationship between stress, pacing and meaning, and use appropriate intonation patterns to exclaim, make a statement or ask a question. They continue to acquire a wider range of vocabulary and to build grammatical and textual knowledge. They use verbs, nouns and adjectives, a variety of particles, prepositions, counters and conjunctions. They differentiate between animate and inanimate objects and apply their knowledge of *こそあど* in context. They develop metalanguage to describe patterns, rules and variations in language structures. As they use Japanese to interact in different situations, they develop understanding of how language and culture influence each other, and reflect on their own ways of communicating and using language. Learners begin to experience and reflect on the challenges and opportunities involved in moving between languages and different ways of making meaning.

Level of support

While learners work more independently at this level, ongoing support is incorporated into tasks and activities. Systematic feedback and review assist the interactive process of learning. Support includes provision of models, stimulus materials, scaffolded opportunities for reflection, and resources such as word and character charts, vocabulary lists, dictionaries and electronic reference materials. Learning tasks and activities take account of both learners' current level of Japanese capability and their more general cognitive and social levels of development.

The role of English

While the use of Japanese in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners' knowledge base and intercultural capability.

Years 5 and 6 Content Descriptions

Communicating

Socialising

Interact with peers and the teacher to describe aspects of daily life such as routines and pastimes, or celebrations and special days; to express preferences; and to show interest in and respect for others

[Key concepts: communication, correspondence, exchange, interests; Key processes: interacting, communicating, greeting, describing]

(ACLJAC145)



Elaborations

- communicating with peers and other Japanese speakers in local or online communities or digital forums, using strategies such as active listening skills, turn-taking cues, requests for clarification, and respectful language for agreeing or disagreeing, for example, へー、そうですね、すみません、もういちど おねがいします、ちょっと...
- showing interest in, respect and concern for others by asking questions such as だいじょうぶ です か。
- exchanging simple correspondence such as greeting cards in print or digital form based on modelled language such as おたんじょうび おめでとう(ございます)。あけまして おめでとう ございます。おかあさん、ありがとう。～へ～より
- using formulaic language to exchange emails with young Japanese speakers to provide personal information such as ～さんへ、～より、じゃあ また、their names, likes and dislikes, family members or leisure activities
- exchanging information with one another or with other Japanese-speaking students about school or home routines, leisure activities, interests or preferences, popular culture or sport, for example, サッカー を します か。いつ します か。土曜日 に サッカー を します。サッカー が すき です か。ぼく も すき です。
- recounting experiences with own family and friends, for example, 土曜日 に ともだち と うみ に いました。たんじょうび に ケーキ を たべました。
- exchanging gifts using appropriate body language/gestures, such as giving and receiving with two hands and using expressions such as すみません。どうぞ。どうも ありがとう ございます。

Collaborate with peers to plan and conduct shared events or activities such as teaching and working with a buddy class, organising a shared event, or rehearsing and presenting a school performance

[Key concepts: collaboration, performance, transaction; Key processes: planning, organising, introducing, explaining, transacting, budgeting]

(ACLJAC146)



- planning and organising activities such as a class event, visit or performance, using language related to place, people, time and numbers and creating promotional materials, for example, ^{もく}たいこ の えんそう、^び木よう日、十一時、^{かん}たいいくかん
- creating a skit, performance or action game to introduce a buddy class to aspects of Japanese language and culture, for example, introducing hiragana, individual words or expressions, or behaviours such as bowing appropriately or receiving a gift
- participating in simulated transactions such as purchasing goods or ordering food, using appropriate gestures, formulaic expressions and relevant question–answer exchanges such as ^いいらっしゃいませ。これ を く ださい。いくら です か。3000 円 です。はい、どうぞ。
- becoming familiar with the value of Japanese yen by carrying out real or simulated transactions and exchanges
- budgeting for virtual shopping expeditions, for example, by consulting online catalogues and menus, comparing prices and values, and discussing intended purchases, using formulaic expressions such as ^{たか}ちよっと 高い です。でも、おいしそう です。

Participate in everyday classroom activities and routines such as asking how to say or write something, asking for help or repetition, praising or complimenting one another, thanking, apologising and expressing preferences

[Key concepts: roles, interaction, communication; Key processes: reading, naming, describing, requesting]

(ACLJAC147)



- taking on different roles and responsibilities in the classroom (^{とうばん}当番), such as taking the roll, identifying the day of the week, describing the weather or acting as monitor, for example, ^{ほん}本 を ください。ノート を ください。(どうも) ありがとう。
- doing ^{にっちょく}日直, taking turns to lead the class in routines such as opening and closing lessons, for example, きり、つれい、ちゃくせき, using appropriate gestures
- indicating that something is either correct or incorrect using はい (>そうです)。ちがいます。
- using appropriate language, actions and gestures to participate in interactions such as interrupting or asking for clarification, for example, 先生、すみません。ちよっとわかりません。ゆっくり (おねがいします)。

Informing

Elaborations

Gather, classify and compare information from a range of sources related to concepts from other learning areas
[Key concepts: interests, behaviours, social interactions, cultural expression; Key processes: researching, compiling, presenting, identifying]

(ACLJAC148)



- surveying and compiling information about young people's interests and preferences in different contexts, such as favourite activities, television and websites, preferred means of transport or communication, or leisure activities at different times of the year, and presenting findings in formats such as flow charts, graphs, diagrams or oral presentations, for example, ぜんぶで二十人です。六人はゲームが大好きです。
- extracting key points from a range of spoken, written or digital texts on topics such as healthy eating, school lunches, or home or school routines, discussing findings and comparing opinions, for example, 日本人はがっこうでそうじをします。オーストラリア人はそうじをしません。
- identifying points of information in texts such as advertisements, conversations, brochures or announcements, and representing them in different formats, such as charts, concept maps, skits or digital presentations
- viewing video clips or reading simple texts containing social interactions such as exchanges between parents and children or customers and shop assistants, identifying and recording new words and expressions for use in their own language production
- identifying words, expressions and behaviours associated with important Japanese cultural activities or events, and comparing them with equivalent Australian expressions or behaviours, for example, locating ねんがじょう (New Year's card) with おめでとう ごきげんよう on a New Year's card (年賀状)

Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions

[Key concepts: content, profile, audience, format; Key processes: presenting, profiling, referencing]

(ACLJAC149)



- organising and presenting information relating to aspects of Japanese culture, for example, fashion, famous landmarks/icons or festivals, using supporting resources such as sound, visuals or graphics, and providing a structured summary, for example, そうです。高いです。そして、ゆうめいです。かざんです。おさつぼろです。おさつぼろはとてもさむいです。ゆきがふります。ふゆにゆきまつりがあります。
- creating a profile in digital format of a context, situation or event for a specified audience, such as a virtual tour of the school or classroom for an intending exchange student group or sister school
- creating a class book or digital display about topics that connect with other curriculum areas and are relevant to their own lives, such as sports, environmental sustainability, transport or health



Creating

Elaborations

Listen to, read and view different imaginative texts such as anime, folk stories and manga, describe and give opinions about characters and events, and identify cultural elements
[Key concepts: character, plot, context, values, emotion; Key processes: analysing, discussing, responding, expressing, comparing]

(ACLJAC150)



- discussing key messages in print, digital or multimodal texts, such as the moral of a folk story, ideas or values expressed in songs or characterisation in *anime*, and comparing their treatment across cultural contexts and time
- recalling and/or illustrating main characters and events in stories, songs or *anime*, for example, by responding to questions such as *だれ、いつ、どこ*
- responding to simple spoken, written or digital narratives such as folk tales, *anime*, *manga* or films that evoke positive or negative emotions such as happiness, amusement or affection, fear or anger, connecting these with their own experiences by using stem statements such as *わくわく します。だいすき です。こわい です。ドキドキ します。びっくり しました。へん です ね。*

Create and present or perform imaginative texts for a variety of purposes and audiences

[Key concepts: performance, audience, rhythm, digital text; Key processes: creating, performing, designing]

(ACLJAC151)



- creating and performing a presentation for a particular audience, for example, a puppet show or play for a buddy class or a performance for the school or community
- designing and presenting a commercial for a new or existing product likely to appeal to consumers in their age group
- creating a rap or song that involves experimentation with rhyme and rhythm
- teaching younger children songs that involve repetitive phrases and actions, for example, songs from popular *anime* films
- using familiar and modelled language to create imaginative digital texts, such as a photo story, an e-book or profile of an imagined avatar, for example, *これは たからじま です。大きい とりい と、小さい とりい が あります。じてんしゃ で、大きい とりい に いきます。大きい とりい の 下 にはこ が あります。はこ の 中 に金 が あります。*
- producing and presenting picture books/Big Books/mini books or short scripted scenarios for younger students, incorporating elements of Japanese language and culture that are likely to be unfamiliar, engaging or challenging

Translating

Elaborations

Explain aspects of spoken, written and non-verbal communication in Japanese interactions that require interpretation and carry cultural meaning

[Key concepts: meaning, culture, interpretation, equivalence;

Key processes: explaining, interpreting, demonstrating, experimenting, reflecting]

(ACLJAC152)



- providing explanations or interpretations of formulaic expressions such as おめでとう used in a range of situations and celebrations, for example, congratulations おめでとう ございます and birthday wishes おたんじょうび おめでとう
- collecting, using and explaining Japanese words and expressions that do not translate easily into English, such as おかえり、いらっしやいませ、ごちそうさま
- demonstrating and explaining elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems
- experimenting with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource

Create bilingual texts and learning resources such as displays, websites, posters, picture books, games, word banks and menus

[Key concepts: bilingualism, learning resources, translation;

Key processes: classifying, glossing, annotating, composing]

(ACLJAC153)



- creating shared bilingual learning resources such as print or digital word banks or glossaries of Japanese and English expressions used in formal and informal everyday interactions
- performing a role-play or skit for an audience, using Japanese for the performance and English for supporting explanations
- using dictionaries and electronic translation tools to compose bilingual texts such as captions, menus, posters or invitations, comparing results and identifying how bilingual texts support intercultural communication
- creating bilingual texts for the classroom or school community, for example, invitations to attend class or school assembly performances, posters advertising Languages Day

Reflecting

Reflect on the experience of learning and using Japanese, and identify how language reflects cultural practices and norms

[Key concepts: language, culture, similarity and difference, values; Key processes: identifying, analysing, comparing, reflecting]

(ACLJAC154)



Elaborations

- identifying frequently used Japanese phrases and behaviours in everyday social exchanges that reflect cultural traditions or values that appear different to their own, for example, おてがみ ありがとう ございます。いらっしやいませ。
- comparing their own and one another's reactions to the experience of learning Japanese, and considering whether their attitudes or understandings have changed in relation to cultural diversity and intercultural experience
- reflecting on the experience of using Japanese language, gestures and body language, and considering how their responses reflect their own attitudes and experience
- noticing aspects of communication and cultural expression represented in Japanese stories, songs or audio/visual media, responding to teacher prompts such as 'What do you see?' 'What do you notice about ...?' 'Why do you think ...?' 'How is this similar/different to ...?'

Discuss the experience of speaking and interacting in a different language, what they understand by 'identity', and whether learning Japanese has any effect on their sense of self

[Key concepts: identity, communication, stereotype, protocol; Key processes: reflecting, identifying, exploring]

(ACLJAC155)



- identifying elements of identity that are important across all cultures, for example, family, community, location
- creating multimodal texts that represent elements of their own identity, such as personal emblems/mottos, self-profile, photo journal, or caricature/self-portrait, and considering how Japanese children of the same age might respond to these
- exploring the idea of stereotypes and how people think about others from different cultural backgrounds
- practising formulaic expressions such as those exchanged before and after meals or when giving or receiving gifts or food, for example, いただきます, ごちそうさまでした, and reflecting on the experience of using such exchanges
- considering whether learning and using Japanese impacts on their sense of identity or influences their behaviour in or out of the classroom, for example, when playing Japanese games online, eating in Japanese restaurants and reading signs or menus

Understanding

Systems of language

Engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning

[Key concepts: phonemic awareness, spelling, rhythm; Key processes: identifying, discriminating, pronouncing, spelling]

(ACLJAU156)



Elaborations

- knowing how to pronounce all the sounds in the *kana* chart, including voiced and unvoiced sounds (てんてん and まる), combined and long vowel sounds and double consonants, for example, きって and りょうり
- understanding that the sounds of *hiragana* and *katakana* are identical even though the associated scripts are different
- knowing that the *hiragana* spelling of a particular particle does not match its pronunciation, for example, 'wa' for は, 'e' for え, 'o/wo' for を
- noticing that certain combinations of two moras make one rhythm unit (foot), for example, the copula です and the verb suffix ます

Recognise some single and whole word katakana and develop the ability to use hiragana and kanji in a single text
[Key concepts: scripts, characters, stroke order, punctuation;
Key processes: reading, writing, recognising]

(ACLJAU157)



- reading and writing all *hiragana* (including voiced, combined and long vowel sounds and double consonants) using the *kana* chart
- learning that *kanji* were brought from China and that *hiragana* was formed by simplifying the form of *kanji*, while *katakana* was formed using a part of *kanji*

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- learning to apply the basic principles of stroke order to write all *hiragana* and high-frequency *kanji* such as 月、日、木、人
- recognising frequently used *katakana* words such as オーストラリア
- reading and writing words, phrases and sentences using *kana*, for example, わたし の 本、これ は かぞく です。
- understanding the use of basic Japanese punctuation marks such as まる(。) and てん(、), and *katakana* long vowel marks, for example, in a student's name such as ルーク
- understanding the use of *furigana* as a reading aid

Recognise the systematic nature of Japanese grammatical rules and apply these to generate new language for a range of purposes

[Key concepts: metalanguage, grammar, counters; Key processes: identifying, explaining, discriminating, applying]

(ACLJAU158)



- expanding metalanguage for communicating about language, using additional terms such as 'pronoun' and 'conjunction'
- understanding and identifying elements of different sentence structures and the use of particles such as へ、で
- understanding the use of ～が あります/います。 to refer to inanimate/animate objects
- describing locations of homes, people, animals and items, using basic structures, for example, noun は place に あります。 noun は place に います。
- knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に、いす の 下 に
- understanding the use ofこそあど series in concrete contexts, for example, これ、それ、あれ、どれ
- using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example, 見て ください。トイレ に いっても いい ですか。
- knowing how to use common counters and classifiers such as ～こ、～ひき/ びき/ びき、～えん
- understanding Japanese numerical place order: 一、十、ひゃく 百、せん 千、まん 万
- understanding location words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます。
- understanding different question words such as いくら、どれ
- using conjunctions such as そして、それから to link ideas

Recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters, postcards or telephone conversations

[Key concepts: textual features, context, variation; Key processes: recognising, identifying, explaining, reflecting]

(ACLJAU159)



- recognising the order for writing the components of the date in Japanese, for example, 年、月、日、よう日
- understanding the significance of features of different types of texts, such as opening and closing emails, letters or phone conversations, for example, ~さんへ、~より、もしもし
- considering how the composition of texts in different languages reflects cultural values, such as the ordering of information on Japanese ID cards or when *kanji* or Arabic numerals are used in Japanese texts
- understanding conventions associated with using げんこう ようし, for example, the size of small characters, the position in the square and the placing of punctuation

Language variation and change

Understand that different ways of using Japanese language shape and reflect different relationships, such as deciding to be formal or informal

[Key concepts: register, context, tenor; Key processes: observing, reflecting, comparing]

(ACLJAU160)



Elaborations

- noticing that language can be made casual or 'softer' by adding particular endings, such as そうですね。すみません。ちょっと。
- observing how language use reflects respect and social distance, such as showing respect for authority figures, for example, しつれいします。よろしく おねがいします。 , or expressing familiarity with friends by using first names rather than surnames
- noticing differences in interaction styles in some familiar situations in Japanese and Australian contexts, such as interactions in classrooms or shops

Recognise that the Japanese language is both influenced by in turn influences other languages and cultures

[Key concepts: language contact, word borrowing, globalisation, technology, change; Key processes: identifying, classifying, reflecting]

(ACLJAU161)



- exploring how the Japanese language is influenced by other languages and cultures, for example, in relation to food パン、スパゲッティー、クレープ、ハンバーガー, music and sport ミュージカル、ロック、ダンス、サッカー、バスケットボール, and technology パソコン、メール、インターネット
- investigating the influence of Japanese language and culture on their own language and experience, for example, by creating a glossary of Japanese words and expressions used in fields such as martial arts ('judo', 'karate', 'sensei', 'sumo'), food ('sushi', 'tofu', 'wasabi') or communication/culture ('haiku', 'anime', 'manga', 'sudoku')
- understanding that there are Japanese-speaking communities outside Japan, for example, in Hawaii and South America, and that Japanese is widely taught in many countries around the world, including Australia and other countries of the Asia-Pacific region



- understanding that all languages change, that some are constantly growing and expanding while others are disappearing or being revived, for example, many indigenous languages, including Aboriginal languages and Torres Strait Islander languages



Role of language and culture

Elaborations

Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication


[Key concepts: language, culture, expression, values, perspectives; Key processes: noticing, identifying, comparing, reflecting]

(ACLJAU162)



- noticing ways in which Japanese language and behaviour reflect values and traditions, for example, reluctance to volunteer or compete for attention in class, responding to compliments じょうず です ね。いいえ, and prioritising the group rather than the individual
- understanding that people 'read' intercultural experiences in different ways depending on their cultural perspective, recognising the validity of different perspectives and questioning notions of 'right' or 'wrong' ideas
- imagining potential challenges for a visiting Japanese student spending time in an Australian classroom, and identifying phrases, expressions and behaviours that may need explaining, and elements of interaction, such as the use of personal space or volume of voice, that may appear inappropriate



- reflecting on how different languages and cultures represented in the classroom influence ways of communicating about or relating to social and physical environments, for example, Aboriginal and Torres Strait Islander traditions in relation to place, language and culture
- 
- identifying and comparing traditional and contemporary cultural images used in Japanese and Australian print and media advertising and tourist brochures, considering when they are used and what message they convey
 - noticing similarities and differences between their own ways of communicating and observed interactions between young Japanese speakers in contexts such as everyday social situations or online forums, for example, responding to offers of food or drink, turn-taking in conversations

Years 5 and 6 Achievement Standard

By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as *まい日*、*ときどき*. They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as *そして*、*それから*. They show concern for and interest in others by making enquiries such as *だいじょうぶ？*, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, *犬* (いぬ), *小さい* (こ), *雨* (あめ). Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters, for example, *やさしい人* です。 They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, for example, *へ*、*で*、*を*、*が* and prepositions, for example, *の* ^{うえ} *上に*, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective *です*. noun *です/でした*. and present/past/negative verb forms, for example, *のみます*、*たべます*、*見ました*、*いきません*. They use counter classifiers in response to questions such as *いくら* *です* *か*。*なんびき？なんこ？*. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures.

Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as *を*、*へ*、*は*, and *です*. They understand and apply the rules and phonetic changes related to counter classifiers, such as *さんぜんえん*、*いっこ*、*はっぴき*. They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such as *パソコン*、*メール*、*パスタ*, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, *じょうず* *です* *ね*。*いいえ*。.

Years 7 and 8

The nature of the learners

These years represent a transition to secondary school. Students in this sequence are continuing to study Japanese, 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 immediate world and that of Japanese speakers. 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.

Japanese language learning and use

Japanese is used for classroom interactions and transactions, for creating and maintaining a class dynamic, and for explaining and practising language forms. Learners work both collaboratively and independently in Japanese, exploring a variety of texts, including songs/raps and role-plays, with particular reference to their social, cultural and communicative interests. They share language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original language. They make cross-curricular connections and explore intercultural perspectives and experiences. They plan, draft and present imaginative and informative texts and participate in collaborative tasks and games. They use vocabulary and grammar with increasing accuracy, drafting and re-drafting to improve and clarify meaning.

Students learn to use katakana and develop their understanding of the relationship between hiragana, katakana and kanji in texts. They read, view and interact with a growing range of texts for a variety of informative, transactional and communicative purposes. They are developing a broader range of vocabulary and expression and creating more complex sentences using structures such as にちまい日、とも友だちとバスでいがっこうに行きます。

Contexts of interaction

The primary context for learning and using Japanese remains the language classroom; however, there may be increasing opportunities for interaction with peers in a range of Japanese-speaking communities through the use of technologies, partner-school arrangements and community connections. Learners have access to additional Japanese language resources through websites, video clips and other multimodal texts.

Features of Japanese language use

Learners expand their range of vocabulary to subjects beyond their immediate world and familiar experiences. They develop broader grammatical knowledge, using verbs and いな adjectives, negative conjugations, various particles, counters, superlatives and conjunctions, to describe and sequence events. With support they create a range of texts and participate in information sharing and performances. They recognise and apply Japanese punctuation conventions and the characteristic features of text types such as self-introductions and letters. They analyse more critically and imaginatively the relationship between language and culture, identifying cultural references in texts and considering how language reflects and influences perspectives and values, for example, the use of the prefixes ご/お to show respect. They make comparisons between their own language(s) and Japanese, and reflect on the experience of moving between languages and cultural systems. They monitor and reflect on their intercultural experience and capability as language learners, and identify their personal and community practices that reflect cultural influences.

Texts and resources

Learners work with a variety of texts specifically designed for learning Japanese in schools, including video clips and online resources. They also access materials created for Japanese-speaking communities, such as films (subtitled), websites and advertisements that provide opportunities to make connections between texts and cultural contexts, perspectives and experiences.

Level of support

Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and connections. Students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor, and to adjust language in response to their experiences in different contexts.

The role of English

While Japanese is used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion, English is used for more complex elements of instruction and discussion, analysis and reflection. Learners continue to develop metalanguage for thinking and talking about language, culture and identity and the experience of learning and using Japanese.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Interact with others to share interests and experiences, exchange information and express opinions and feelings
[Key concepts: lifestyle, communication, experience, opinion; Key processes: interacting, recounting, responding, elaborating]

(ACLJAC163)



- engaging in face-to-face or online discussions with peers and other Japanese-speaking contacts about shared interests and experiences, such as sport, food, study or music, for example, からてをしますか。いいえ、でも好きです。
- expressing opinions such as サーフィンがカッコいいです。えいがはたのしいです。
- recounting experiences such as holidays, special events or celebrations through email or face-to-face conversations, for example, どこでパーティーをしましたか。だれとききましたか。
- sharing and comparing information about teenage life, daily routines and responsibilities, for example, わたしはうちからがっこうまであるきます。でも、友だちはバスで行きます。にねます。いつも父とそうじをします。
- introducing themselves to other Japanese speakers, じこしょうかい, using appropriate formulaic expressions such as はじめまして、(school name) の デニス です。and culturally appropriate gestures
- using formulaic language spontaneously in interactions to express feelings, for example, あー、つかれた、えー、むずかしい、たのしかった、できた
- using cohesive devices such as conjunctions when sequencing or elaborating an account of experiences, for example, 土よう日にかいものに行きます。だから、はやくおきます。
- sustaining and extending conversations by seeking additional information or asking additional questions, for example, しゅみはなんですか。

Engage in activities that involve collaboration, planning, organising, negotiating and transacting
[Key concepts: negotiation, transaction, presentation, instruction; Key processes: planning, budgeting, comparing, sequencing]

(ACLJAC164)



- participating in scenarios related to accepting and declining invitations, planning, making arrangements and negotiating details, using language related to place, time and activity, for example, 月よう日に 日本のレストランに行きましようか。月よう日は、ちょっと…。火よう日は どうですか。
- budgeting for virtual shopping expeditions, consulting online catalogues and websites, comparing prices and value, and discussing intended purchases, for example, ゲームが/を かいたいです。二千円 あります。どれがーばんやすいですか。
- participating in authentic or simulated transactions that involve making requests, considering options, buying, selling or ordering, for example, この T シャツは L サイズですね。ちょっと 大きいです。M サイズを ください。
- creating displays, presentations or performances for family, friends or the school community to showcase their progress in learning and using Japanese
- giving and following instructions to play games, follow recipes, or carry out traditional Japanese activities such as calligraphy, origami or martial arts, using language forms and vocabulary associated with sequencing, such as さいしよに、つぎに、それから、そして

Interact in whole-class and small group activities that involve seeking information from peers or the teacher, asking and responding to questions, making requests, and asking for and providing clarification

[Key concepts: discussion, reflection, suggestion; Key processes: suggesting, clarifying, responding, requesting]

(ACLJAC165)



- using modelled structures in simple and compound sentences, and cohesive devices such as だから、でも to state opinions, make suggestions or provide clarification
- asking and responding to questions such as テストはいつですか。きょうゲームをしますか。ロッカーに行ってもいいですか。何ページですか。
- participating in class activities such as word, board or digital games, using phrases such as わたしの ばん、みぎ、ひだり、ざんねん、つぎは だれ?
- obtaining additional information from the teacher and peers by requesting repetition or clarification or by asking how to say something in Japanese, for example, 日本語で何ですか。
- expressing their responses to learning and using Japanese, such as by detailing preferences, likes and dislikes in relation to aspects of the experience, for example, かんじはむずかしいですが、おもしろいです。
- enquiring about and describing the location of classroom items and materials using prepositions, for example, ワークシートはどこにありますか。テーブルのうえにあります。

Informing

Elaborations

Access, summarise and reorganise information obtained from a range of texts on a variety of topics, and present it in different formats

[Key concepts: research, data, media; Key processes: researching, collating, designing, presenting]

(ACLJAC166)



- gathering, classifying and summarising information from class surveys, realia, notices, timetables and announcements, and presenting findings in formats such as digital presentations, posters, wall charts or oral summaries
- identifying key details, expressions and information in authentic or modified texts, for example, signs, weather reports, print advertisements, menus, packaging, brochures or websites, and using the information to create their own texts for specific purposes and audiences
- listening for key points of information and cultural references in short spoken or recorded texts such as phone messages, announcements or weather reports, and transposing them to note form for their own reference or to communicate to others
- collating information from sources such as magazine articles, recorded interviews or website postings about high-profile individuals or events to edit and represent in timelines or profiles on a shared database
- drawing on content, language, images and presentation formats from a range of Japanese media resources to design posters or leaflets on topics such as environmental sustainability or youth-related issues



Present information about events, experiences or topics of shared interest, using modes of presentation such as charts, diagrams or digital displays to suit different audiences and contexts

[Key concepts: information, experience, perspective, audience; Key processes: managing information, shaping text, composing]

(ACLJAC167)



- using data collected from one another to analyse and communicate information about themselves, their interests and experiences to other Japanese speakers
- researching a Japanese cultural event, such as ゆきまつり、おしょうがつ、^{はなみ}花見、^{つきみ}お月見, and creating an informative multimodal text that communicates key elements of that event for other learners of Japanese
- creating texts such as brochures, posters or website posts to inform others about upcoming events such as Languages Week, a Japanese-language performance or a school exchange visit
- creating a video clip or a photographic or journal record of activities such as a school camp, excursion, performance or sporting event as a contribution to a school or community event
- creating a virtual introduction to the school and neighbourhood for Japanese-speaking visitors

Creating

Elaborations

Analyse and respond to a range of imaginative texts, noticing cultural elements and comparing with English-language texts created for similar audiences

[Key concepts: representation, culture, context, values, expression; Key processes: identifying, evaluating, comparing, contextualising]

(ACLJAC168)



- responding to imaginative texts such as songs, stories, films or video clips, for example, by identifying favourite elements or characters and recording key vocabulary and expressions
- reading and evaluating a story or *manga*, for example, by rating it and creating a short modelled review to present orally to the group or to post on a shared website
- reading or viewing simple *むかしばなし*, identifying key messages and values and comparing them to familiar folk tales or stories associated with their own early literacy experience
- comparing popular contemporary Japanese and Australian music by listening to and viewing music video clips, identifying similarities and differences in expression, themes and styles of performance
- comparing how key messages and beliefs are communicated across cultures through the visual and creative arts, for example, comparing the role and representation of animals or landscapes in Indigenous Australian Dreaming stories and Japanese mythology or folk tales



Create a range of spoken, written and multimodal texts that involve imaginary characters, places and experiences to entertain others

[Key concepts: mood, drama, effect, audience; Key processes: creating, performing, composing]

(ACLJAC169)



- creating and performing imagined experiences in intercultural contexts, using expressive language, gestures and supporting materials to create dramatic effect, for example, gesture games or theatre sports
- creating cartoons, short plays or stories to present in class or to share with a wider virtual audience about personal past or future imagined experiences
- creating and performing texts that reflect cultural behaviours which are associated with Japanese contexts and communities and which contrast with their own cultural experience
- creating imaginative texts to entertain younger audiences, for example, audio Big Books, puppet plays, cartoons or short video clips, selecting language, rhythms and images that enrich the visual or listening experience
- creating the next scene, a new character or an alternative ending to a Japanese story, drama or film script
- composing simple songs, jingles, posters and advertisements for real or imagined situations or products, such as an Australian product for the Japanese market

Translating

Elaborations

Translate short texts such as signs, simple dialogues or phone conversations from Japanese into English and vice versa, noticing when it is difficult to transfer meaning from one language to the other

[Key concepts: culture, equivalence, idiom; Key processes: translating, comparing, mediating]

(ACLJAC170)



- creating captions to translate short segments of a video clip or アニメ, noticing when direct translation is not possible
- identifying Japanese words and expressions that involve cultural meanings which are difficult to translate into English, such as もしも、よろしくおねがいします
- comparing translations of short Japanese texts such as signs, conversations, audio messages or digital texts, identifying differences and similarities between their tone and style and that of equivalent texts in English
- reflecting on challenges associated with transferring meaning from one language to another
- translating short conversational exchanges between Australian or Japanese speakers, comparing content and style of communication and discussing how to translate culturally embedded terms

Work collaboratively to design bilingual resources to convey information to the school community

[Key concepts: bilingual text, glossary, meaning; Key processes: annotating, explaining]

(ACLJAC171)



- creating bilingual subtitles, captions or commentaries for texts such as brochures, slideshows or digital video clips that inform the school community of aspects of Japanese culture such as mealtime protocols, festivals, or social behaviours
- producing bilingual texts in print or multimodal formats to promote school events such as multicultural activities, Japanese performances or Languages Week activities
- composing menus or programs for Japanese-themed events, with key items and information in Japanese and explanatory footnotes or glossaries in English
- creating bilingual texts that involve subtitles or captions to introduce non-Japanese speakers to aspects of Japanese cultural expression, such as celebrations, the exchange of gifts and wishes, or aspects of hospitality
- creating digital texts such as songs, dialogues or instructions, with options for displaying in either Japanese or English

Reflecting

Elaborations

Participate in intercultural interactions, identifying and comparing aspects of culture that affect communication and noticing how own culture impacts on language use

[Key concepts: intercultural experience, perspective, insight, self-reflection; Key processes: comparing, analysing, reflecting, choosing]

(ACLJAC172)



- recognising the link between language and culture by reflecting on frequently used expressions such as しつれいします、おくれてすみません, and ways in which values and culture are embedded in the language
- making a list of perceived benefits of learning Japanese and developing an intercultural capacity, for example, access to different perspectives and experiences, and insights into their own language and cultural experience
- experiencing authentic or virtual interaction with Japanese language and culture, for example, through face-to-face or online interactions with other Japanese speakers through exchanges, excursions, school visits or web-chatting
- making appropriate language choices for particular social situations in different cultural contexts, for example, using appropriate familial terms to refer to their own or to others' family members
- reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with Japanese people, noticing their own body language and modifying gestures, such as beckoning with the palm facing upwards or downwards, or avoiding eye contact when talking to older people

Consider how their own biography, including family origins, traditions, interests and experiences, impacts on their sense of identity and ways of communicating

[Key concepts: identity, family, community, communication, culture; Key processes: reflecting, comparing, representing]

(ACLJAC173)



- reflecting on their own response to learning and participating in cultural behaviours such as bowing and using respectful language, identifying degrees of comfort, discomfort, challenge and enjoyment
- creating written, spoken or multimodal texts such as identity maps, timelines, digital presentations or family trees with captions to describe significant life influences such as key people, events, educational experiences, community affiliations or travel experiences, for example, そふは イタリア人です。でも、そぼは イギリス人です。 1950 年に オーストラリアに きました。
- reflecting on the experience of learning and using Japanese, and considering whether own previous attitudes or assumptions in relation to Japan or the Japanese language and culture have changed
- considering their identity as a 'second language learner' and whether it involves changes in aspirations, career considerations or social-networking opportunities
- sharing and comparing cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, additional insights and perspectives, and opportunities for new experiences

Understanding

Systems of language

Elaborations

Understand that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds

[Key concepts: pronunciation, loan words, voiced/unvoiced sounds, contractions, blends; Key processes: pronouncing, recognising]

(ACLJAU174)



- accurately pronouncing all combinations of *kana*, including voiced and unvoiced elements, and all combined sounds (contractions and blends)
- recognising that in the copula *desu* and the verb suffix *masu*, the 'u' is devoiced in normal speech
- using available combinations of *katakana* to experiment with Japanese pronunciation of unfamiliar loan words, for example, ホワイトボード
- understanding that some new combinations of sounds have been devised to allow for pronunciation of loan words, for example, ティ

Recognise and use all katakana and understand the relationship in texts between hiragana, katakana and kanji

[Key concepts: script function, kanji readings; Key processes: identifying, differentiating, writing, reading]

(ACLJAU175)



- reading and writing all *katakana*, including voiced, unvoiced, contracted and blended sounds, using the *kana* chart
- understanding that many *kanji* are made up of more than one component and that radicals often represent meaning, for example, the radical 木 means something to do with 'wood'
- noticing that *kanji* can clearly differentiate the meanings of words that are pronounced identically, such as 火 and 日
- learning to write words and phrases using both *kana* and *kanji*, for example, 大きい車、小さい木
- using *furigana* to support the reading of unfamiliar *kanji*

Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and recognise the systematic nature of verb conjugation

[Key concepts: metalanguage, verb conjugation, sentence structure, register; Key processes: describing, categorising, analysing]

(ACLJAU176)



- further developing metalanguage to describe and increase control of grammatical concepts and language elements, such as noun modifiers or speech styles
- creating learning resources such as verb and adjective charts and lists of vocabulary and sentence structures
- understanding the different functions of a range of particles, such as:
 - が (topic marker)
 - を (object marker)
 - に (time, date, place, destination, for)
 - と (and, with)
 - で (location, action, means)
 - へ (direction, destination)
 - ～から ～まで (from, ～as far as, distances)
- describing daily routines and schedules for a week, using a range of particles to form sentences, for example, 六時に うちで 兄と ごはんを 食べます。
- using い and な adjectives in the present tense, for example, おいしい、たのしい、しずかな、and negative forms, for example, 高くない
- using adverbs as formulaic expressions, for example, 早く、おそく
- understanding that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles
- understanding the role of sentence-ending particles in conversation, such as ね for confirming or expecting a response and よ for emphasis
- using both affirmative and negative forms of particular grammatical elements in different tenses
- creating cohesion and flow by using conjunctions, for example, だから、それで、それに
- understanding how to indicate politeness using ご and お prefixes, for example, お名前、先生の ごかぞく
- using counter classifiers: ～時、～分、～つ、～まい、～本
- using superlatives, for example, 一番 好きです

Understand how and why different scripts are used in different types of texts, such as announcements, tickets, advertisements, public signs or manga

[Key concepts: genre, text features, text structure, cohesion; Key processes: analysing, describing, comparing]

(ACLJAU177)



- recognising key features and structures of familiar texts in Japanese, such as lost child announcements, spoken commercials or print advertisements, for example, by identifying formulaic expressions, and comparing with expressions in similar texts in English
- recognising the format of different Japanese texts and punctuation conventions in either たてがき or よこがき, and understanding how this varies according to the context, purpose and intended audience
- understanding how to create textual cohesion, using elements such as paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, だから、それで、それに
- comparing and contrasting the structures of a variety of authentic community texts in Japanese and English, exploring how the audience, purpose and context influence each language version

Language variation and change

Elaborations

Explain variations in Japanese language use that reflect different levels of formality, authority and status

[Key concepts: register, tenor, respect; Key processes: differentiating, explaining, comparing]

(ACLJAU178)



- explaining variation in language use between people of different ages and relationships, for example, 母, お母さん and ~先生, ~さん; avoiding あなた when showing politeness; the frequent use of わたし to avoid foregrounding oneself; using ~くん or ~さん when speaking with close friends, family members or other young people; and using surnames ~さん or ~先生 for adults
- understanding that Japanese expressions can be made more or less formal with very slight changes, for example, the presence or absence of formal endings, such as the difference between 先生、ありがとう。先生、ありがとうございました。 and おやすみ。おやすみなさい。
- analysing language used to express different levels of formality in a variety of texts such as conversations, letters, emails and text messages, noting differences between written and spoken texts
- finding examples of informal forms of language used by young Japanese speakers, such as the use of abbreviations or emoticons when texting and the use of loan words when talking about popular culture, for example, 'J-rock', 'J-pop', 'fast food'

Understand that the Japanese language has evolved and developed through different periods of influence and change
[Key concepts: language change, word borrowing, intercultural exchange, globalisation; Key processes: identifying, analysing, explaining]

(ACLJAU179)



- recognising words 'borrowed' by Japanese from other languages such as English, French or Portuguese, for example, パン、ズボン、and noting how these words are pronounced by Japanese speakers
- recognising that all languages carry histories of contact with other cultures, such as the adoption of *kanji* from Chinese into Japanese



- understanding that languages and cultures change continuously due to contact with one another and in response to new needs, ideas and developments in communications, design and technology; and considering why some types of words and expressions are most frequently borrowed, such as グローバル、パワーアップ、カー
- identifying words that have similar meanings and pronunciation across different languages, reflecting on the origins and associated cultures of such words, and how they came to be part of Japanese and other languages, for example, パスタ、エネルギー
- discussing reasons for changes in the Japanese language, such as globalisation, exposure to other languages and cultures through media, travel, and digital communication forms and representations

Role of language and culture

Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other
[Key concepts: cultural expression, status, harmony, humility; Key processes: recognising, explaining, comparing]

(ACLJAU180)



Elaborations

- explaining language associated with familiar routines that reflects cultural values, for example, きりつ、れい and しつ れいします。
- interpreting the significance of differences in family kinship terms when referring to one's own or others' family, for example, 父/お父さん、あね/おねえさん
- reflecting on the cultural significance of the presentation of information in simple Japanese texts, for example, じこしょうかい, how the ordering of information on business cards (company, title, surname, given name) reflects the relative importance of company/collective, family and individual status
- explaining language used in Japanese interactions that reflects humility or deference, for example, expressions used to refuse or deflect praise of self or family, or to defer to others
- considering how and why Japanese speakers use conversational strategies to avoid conflict, such as using indirect or softened language, for example, もうすこし がんばりましょう。
- comparing core cultural concepts reflected in Japanese language, such as 和 ('harmony'), with similarly significant cultural concepts reflected in some Australian terms or expressions, for example, mateship

Years 7 and 8 Achievement Standard

By the end of Year 8, students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. They use verb ましょう for planning and making arrangements and offering suggestions. They ask and respond to a range of questions, for example, *だれと、何で、いつ、どこで*, using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, *でも* or *が*, *わたしは フットボールが 好きです。でも、母は フットボールが 好きじゃないです。*. Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words. Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They read and write high-frequency kanji for verbs (for example, *行きます、見ます、来きます*), nouns (for example, *先生、父、母、月曜日*), adjectives (for example, *早い*), and the pronoun *私*. They read some compound words such as *日本語*. They locate, analyse and summarise information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements. They plan, draft and present informative and imaginative texts with the support of modelled resources. They use counter classifiers in response to questions, for example, *いくつ、何まい、何本、何分*. They build cohesion in their texts and elaborate on meaning through the use of grammatical elements such as conjunctions (for example, *だから*), and adverbs of frequency (for example, *いつも*), time (for example, *時、半、分、前*) and direction, for example, *みぎ、ひだり、前、うしろ*. They use a variety of verb tenses to express ideas and experiences, and a range of particles, such as *が、へ、から、まで*, including for example *に* to indicate timeframes. Students translate and interpret short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible. They share their reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not.

Students understand that the pronunciation of katakana is the same as that of hiragana, and that the pronunciation of borrowed words is influenced by the Japanese sound system. They apply appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning. They understand and use *い* and *な* adjectives when appropriate, and apply the rules of phonetic change to counter classifiers, such as *ひとつ、さんぼん、じゅっぷん*. They identify and reproduce features of familiar text types such as emails, descriptions and dialogues. They identify words (for example, *お母さん* and *母*), phrases (for example, *どうぞよろしく。*), prefixes (for example, *お* and *ご*), suffixes (for example, *～さん* and *～さま*) and titles (for example, *～先生*) that indicate different levels of formality. They recognise values that are important in Japanese society, such as maintaining harmony and a sense of collective well-being, and how these are reflected through language and behaviours, such as indirect forms of refusal or disagreement, for example, *もうすこしがんばりましょう。*. They explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives.

Years 9 and 10

The nature of the learners

At this level, students bring to their learning existing knowledge of Japanese language and culture and a range of learning strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Japanese in these.

Japanese language learning and use

This is a period of language exploration, vocabulary expansion, and experimentation with different modes of communication, for example, digital media, collaborative performance and group discussions. Learners become more confident in communicating in a wider range of contexts through greater control of language structures and vocabulary and increased understanding of the variability of language use. They use Japanese to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They sequence and describe events using a range of cohesive devices, and complete communicative tasks that involve planning, performance, collaborative and independent work. They use language more fluently, with a greater degree of self-correction and repair, and use あいづち to facilitate communication. They reference the accuracy of their language use against a stronger frame of grammatical knowledge.

Learners at this level are able to read and write using hiragana, katakana and an increasing number of kanji in all texts. Their writing is more sophisticated, using connectives and conjunctions, and they engage with more complex language structures.

Contexts of interaction

Learners interact with peers, the teacher and other Japanese speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may access additional cultural experiences through events such as school exchanges, festivals, interschool events or cultural performances.

Texts and resources

Learners engage with texts designed for language learning, such as teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic materials designed for or generated by young Japanese speakers, such as video clips or advertisements. Students take some responsibility for sourcing additional materials to support their own learning.

Features of Japanese language use

Learners use more complex language in oral, written and multimodal forms. They expand their knowledge and control of grammatical elements such as the て form and plain form of verbs, for example, ～ています、～てもいい、～^{おも}と思います、and ～たり～たり、and conjugation patterns for both verbs and adjectives. Their language production includes elements of interpreting, creating and performing. They engage in analysis of texts such as advertisements and media reports, identifying how language choices reflect perspectives and cultural contexts.

Learners examine the processes involved in using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and 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 themselves through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system. Learners are provided with opportunities to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback is combined with peer support and self-review to monitor and evaluate learning outcomes, such as through portfolios, peer review, or digital journals.

The role of English

Japanese is used in more extended and complex ways. English continues to be used for discussion, explanation and analysis. This allows learners to communicate in depth and detail about the experience of learning Japanese and about their thoughts on culture, identity and intercultural experience. English is the language of analysis and critique, supporting discussion of concepts such as stereotypes, difference, diversity and values. It allows for a degree of expression and reflection that is beyond learners' communicative capabilities in Japanese.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Engage in discussions and comparisons of young people's interests, activities and lifestyles

[Key concepts: perspectives, relationships, youth culture, social practices; Key processes: discussing, describing, reciprocating]

(ACLJAC181)



- engaging in face-to-face or online discussions with Japanese-speaking peers using descriptive and expressive language to describe significant events, special occasions or milestones in their lives, such as スクール・フォーマルでおどったり、写真をとったりします。ですから、たくさん人が来るでしょう
- exchanging ideas with peers or online Japanese-speaking contacts, presenting and expressing personal views on contemporary issues such as environmental sustainability, education or youth culture, considering the relationship between culture and context, for example, 日本のリサイクルはかなりきびしいです。けれども、かんきょうにいいと思います。J-pop と K-pop はオーストラリアで人気があります。



- initiating and sustaining conversation by using appropriate あいづち, inviting contributions or asking for clarification, using culturally appropriate patterns of language and interaction, for example, すみません。あ、それはいいですね。どう思いますか。それは～ですかね。
- discussing their responsibilities at home and at school and comparing with those of young people in Japan, noting the importance of community and collaboration in Japan, for example, in relation to tasks such as cleaning classrooms after school

Collaborate, plan and manage activities, events or experiences, such as hosting a Japanese class or visitor, going to a restaurant, or preparing for a real or virtual event, trip or excursion

[Key concepts: collaboration, intercultural experience, active learning; Key processes: planning, cooperating, rehearsing, mediating]

(ACLJAC182)



- expressing preferences in relation to shared plans, for example, それはいいですね。そうしましょう。and summarising and clarifying arrangements, for example, 金曜日のごご三時半に、えきの前で会いましょう。じゃあ、金曜日のごご三時半に、えきの前ですね。
- planning and preparing for a real or virtual event, trip or excursion, such as a visit to Japan
- participating in scenarios related to travelling and living in Japan, for example, interacting with a host family, using public transport, shopping, sightseeing or eating out
- planning and making shared arrangements for Japanese visitors to the school or a homestay, for example, by preparing print or digital informative materials, such as filming an introduction to Australian school and home life, preparing welcome speeches, or conducting school tours
- planning and completing tasks that involve asking for, giving and following directions to real or virtual locations, for example, すみません、としょかんはどこですか。 , using resources such as digital devices, street or rail maps
- planning and participating in learning experiences that combine linguistic and cultural elements, such as an excursion to a Japanese restaurant, exhibition, film festival or community event, by preparing and rehearsing language forms, structures and vocabulary and considering appropriate behaviours, for example, 六時半に学校の前で会って、バスで行きます。

Develop language to reflect on the experience of learning and using Japanese

[Key concepts: metalanguage, reflection, review; Key processes: expressing, analysing, comparing, evaluating]

(ACLJAC183)



- using reflective language to discuss the experience of learning and using Japanese, for example, ぶんぼうはちょっとむずかしいと思います。
- evaluating Japanese learning resources such as textbooks, websites or dictionaries, for example, じしょはとてもべんりですが、オンラインじしょはもっとべんりです。
- building and using metalanguage to discuss language and language learning, for example, めいし、けいようし、どうし、ぶん
- engaging in peer and self-reflection activities, such as providing evaluations or giving and receiving compliments using culturally appropriate language, for example, ～くんは会話^{かいわ}が上手^{じょうず}ですね。いいえ、まあまあです。

Informing

Analyse ideas presented in a range of texts, identifying context, purpose and intended audience

[Key concepts: register, standpoint, representation, themes; Key processes: scanning, summarising, comparing, analysing]

(ACLJAC184)



Elaborations

- identifying underlying values, cultural references and the purpose and intended audience of different types of community texts such as advertisements or posters
- summarising the gist and some specific details of media texts such as documentary features or community notices
- comparing and evaluating perspectives and intentions reflected in texts such as public information notices or street signs in Japanese and Australian contexts, identifying words, expressions or images that suggest cultural similarities or differences
- scanning websites of Japanese schools or clubs, discussing and comparing choices they would make in relation to offered activities if they were students in that context
- identifying culture-specific terms and representations in Japanese promotional materials such as travel brochures, symbols on maps, magazine features or online resources, for example, しょうがっこう^{しょうがっこう}のしんぶん^{しんぶん}
- planning a real or imagined trip to a selected region of Japan, using resources such as internet sites and travel brochures to map out elements such as transport, itineraries and selected events, for example, しんかんせん^{しんかんせん}にのりたいですね。広島^{ひろしま}に行きましようか。
- analysing key perspectives or themes reflected in interview data collected from Japanese speakers discussing roles and responsibilities in home, school and community contexts, and comparing with their own views on the topics

Present different types of information for specific purposes and contexts using appropriate formats and styles of presentation

[Key concepts: social media, promotional material; Key processes: composing, selecting, editing, presenting]

(ACLJAC185)



- creating a personal profile or résumé for a real or imagined part-time job, including basic information such as age, experience, interests and skills, for example, 人と話すことが好きです。一年間、スーパーではたきました。しゃしんにきょうみがあります。
- creating informative or promotional texts such as posters, leaflets or web pages targeted at their own age group, for example, promotional materials for recreational activities, advice on healthy eating or environmental sustainability, reviews of new music releases
- researching and reporting on community attitudes towards and challenges in relation to issues such as recycling, using presentation techniques such as Venn diagrams, digital displays, flow charts or captioned photographic displays
- composing individual and group contributions to different forms of social media, such as tweets, memes, blogs, shared websites or student newsletters on issues related to their own social worlds

Creating

Identify how expressive and imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences

[Key concepts: humour, emotion, effects, culture; Key processes: interpreting, evaluating, analysing, comparing]

(ACLJAC186)



Elaborations

- identifying how imaginative texts such as たなばた use structure, language and mood to build action, convey emotion and reflect cultural values
- comparing lyrics and styles of Japanese- and English-language songs and performances, tracking similarities and differences in genres, themes and modes of emotional expression
- discussing how texts such as films, plays, songs, memes and *manzai* use humour or aesthetic effects to provide commentary on social issues such as family, identity, status or humility
- identifying and responding to key messages and values in traditional texts such as 花さかじいさん、かさじぞう, and considering their relevance in modern times
- identifying and discussing how typical elements of haiku such as brevity and aesthetic effect engage readers/listeners and reflect cultural values

Create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons
[Key concepts: imagination, stimulus, context, values; Key processes: adapting, creating, interpreting, expressing, engaging, performing]

(ACLJAC187)



- adapting existing texts to change the emotional effect or to represent different cultural values or experiences, for example, by changing the location, characters or era of a familiar story or cartoon
- composing and performing poems, songs, monologues or dialogues that reflect cultural values and personal experiences
- creating a haiku or rap to perform to their peers that provides commentary on a social issue that is important or relevant to them
- creating a digital persona or avatar that combines elements of observed Japanese styles of communication with their usual ways of self-expression in their home-culture environment

Translating

Compare translations of different types of texts, including versions obtained from digital translators, considering differences in interpretation and how language reflects elements of culture

[Key concepts: meaning, interpretation, cultural expression; Key processes: translating, comparing, analysing, reviewing]

(ACLJAC188)



Elaborations

- comparing English translations and interpretations of Japanese texts such as song lyrics, proverbs and advertisements that contain cultural elements and references
- comparing translations of language associated with significant events, rituals or practices in Japan/Japanese-speaking communities, identifying examples of the relationship between language and cultural values and experience, for example, おじゃまします。
- comparing own translations of newspaper headlines or email communications with peers', noticing differences in interpretation or translation and considering reasons for such variations
- evaluating and reviewing online translators

Create bilingual texts in Japanese and English for a range of communicative and informative purposes, incorporating oral, written and visual elements

[Key concepts: bilingual learning resources, bicultural contexts; Key processes: classifying, translating, glossing, referencing, mediating]

(ACLJAC189)



- creating a bilingual digital database that groups words, for example, words and expressions associated with themes, fields or contexts, such as food, travel, the environment or school
- producing bilingual texts such as travel advisories for exchange or study tour students, and reflecting on the process of working in both languages
- creating oral commentaries that switch between English and Japanese for a bilingual audience at a sporting or performing arts event
- producing bilingual texts such as video clips with subtitles explaining Australian cultural practices, for example, New Year's Eve or birthday celebrations

Reflecting

Elaborations

Monitor language choices when using Japanese and take responsibility for modifying language and behaviours to assist intercultural communication

[Key concepts: reciprocity, intercultural experience; Key processes: reflecting, evaluating, exemplifying, comparing]

(ACLJAC190)



- reflecting and reporting on how learning Japanese provides insights into language and culture in general, and how their own assumptions about Japan or Asia have changed as a result of intercultural language learning



- evaluating the nature and effectiveness of their own language and actions when interacting in Japanese
- reflecting on how additional language experience supports and enhances first-language understanding and capabilities, for example, by identifying Japanese expressions, behaviours or attitudes that might enrich their own perspectives
- reflecting on aspects of their own experiences of intercultural communication, such as instances of breakdowns or breakthroughs in communication, repair and recovery strategies, and responses to and insights gained through interactions

Reflect on cultural differences between Japanese- and English-language communication styles and on how these affect intercultural interactions

[Key concepts: identity, culture, communication; Key processes: comparing, analysing, evaluating, profiling]

(ACLJAC191)



- reflecting on elements of the experience of learning Japanese that have involved adopting styles of communication that have been challenging, easy or memorable
- sharing with peers examples of successful interactions with other Japanese speakers, for example, when gestures or communication styles have been well received and clearly understood and have strengthened the relationship
- creating a reflective self-profile or autobiography in formats such as journal entries, articles, captioned photo stories, digital accounts or short films, including episodes related to the experience of learning Japanese language and culture that have impacted on their understanding, attitudes, or sense of identity
- composing a 'cultural ID profile', blog or digital diary to exchange with other Japanese speakers, making decisions about what points of information should be included

Understanding

Systems of language

Elaborations

Understand intonation and phrasing patterns in both informal and formal speech, and recognise multiple readings of familiar kanji in different compounds

[Key concepts: phrasing, intonation, variation, meaning; Key processes: identifying, discriminating]

(ACLJAU192)



- recognising the basic pattern of intonation in Japanese, taking the form of a downturning curve, and applying it when speaking
- identifying the use of rising intonation when asking questions in casual speech or ましょう form, for example, 食べない？ 食べましょうか？
- understanding how to make appropriate pauses in a sentence, that is, dividing up a sentence into cohesive chunks to allow for the use of あいづち
- understanding that changes occur in *kanji* readings, for example, 新^{あた}しい、新聞^{しんぶん}、聞^ききます、オーストラリア^{じん}人、(ひと)

Use knowledge of familiar kanji to predict meaning of unknown words

[Key concepts: script conventions, kanji readings, radicals; Key processes: recognising, discriminating, writing, decoding]

(ACLJAU193)



- understanding that *kanji* are used for nouns, stems of verbs and adjectives, and some adverbs, and that the addition of *hiragana* to the stem of verbs and adjectives is called *okurigana*
- recognising that many *kanji* have multiple readings and that there are two types of readings, that is, *on-yomi* (音; *on* 'reading' or 'sound'), Chinese-style pronunciation; and *kun-yomi* (訓; *kun* 'reading' or 'explanation'), Japanese-style pronunciation



- developing strategies to guess the meaning of unknown words that contain unfamiliar *kanji*, utilising clues such as radicals
- writing some *kanji* compound words, for example, 外国語^{がいこくご}, 日本料理^{にほんりょうり}

Understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations
[Key concepts: metalanguage, plain form, て form conjugation, word functions; Key processes: identifying, defining, classifying, sequencing]

(ACLJAU194)



- further developing metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures
- understanding and applying the rules of the plain form, and knowing that the basic form of all Japanese verbs ends in *-u*, *-eru* or *-iru*, the forms they are listed under in dictionaries
- understanding that verbs can be divided into three groups according to the way they are conjugated: Group 1 (five-step verbs), Group 2 (one-step verbs) and Group 3 (irregular verbs)
- using character charts as a systematic framework for recognising patterns for verb conjugation, and applying the formation rules of each verb group
- using verb て form to connect events, for example, 朝^{あさ}おきてジョギングをします。
- understanding and using the different functions of verb て form
- using present continuous tense using verb ています, for example, ラジオを聞いています。
- requesting and giving permission and expressing prohibition using verb て form, for example, ～てもいいです。～てはいけません。～てはだめです。
- using verb stems with grammatical features such as ～かった。～やすい／にくいです。～に行きます。
- exploring how to use plain forms in authentic contexts such as conversations with peers, for example, 食べる？ 見る？
- expressing opinions, intentions and thoughts using the plain form, for example:
 - plain verb つもりです。
 - verb/adjective とおもいます。
 - ～たり～たりします。
- using い and な adjectives in present and past tenses, for example:
 - おいしい ◇ おいしかったです。
 - たのしくない ◇ たのしくなかったです。
 - しずかな ◇ しずかでした。
- using adverbs and intensifiers such as かなり, ぜんぜん, たいてい
- sequencing actions, for example, 朝おきてジョギングをします。
- increasing cohesion within paragraphs by using conjunctions, for example, ですから
- indicating the status of actions using adverbs such as まだ and もう
- understanding the concept of *uchi-soto* (内と外^{うち そと}) for making appropriate choices of register, for example, 食べる？ 食べますか？

Identify, analyse and compare textual features and conventions that characterise social and informative media in Japanese and English

[Key concepts: textual conventions, language features, cohesion; Key processes: comparing, analysing, identifying]

(ACLJAU195)



- identifying the use of cohesive devices such as conjunctions to sequence and link ideas and actions in both Japanese and English media texts, for example, verb て form, だから、それに、それで
- identifying features of familiar types of texts such as emails, songs, slogans or public signs, and noticing how the choice of language and structure works to achieve each text's purpose
- comparing language features of Japanese and English versions of texts such as weather reports or text messages, including the use of abbreviations and emoticons, and noting differences that might be culturally significant
- recognising textual conventions employed within a letter, email or article, identifying elements such as introductions, sequencing of ideas and the use of また to link paragraphs
- comparing features of spoken and written versions of texts, for example, spoken and print advertisements, face-to-face conversations and emails, to understand how text mode shapes structure and helps a text achieve its purpose

Language variation and change

Elaborations

Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships

[Key concepts: 内/外^{うち そと}, respect, social relations, variation, register; Key processes: selecting, applying, comparing, evaluating]

(ACLJAU196)



- applying an understanding of Japanese values such as respect (内/外^{うち そと}) by making appropriate language choices, for example, using ご/お prefixes, and plain or polite forms, and recognising characteristics of formal/informal registers
- evaluating how language choices reflect social relations and priorities, such as using expressions that deflect praise of self or own family to show modesty, for example, 日本語がじょうずですね。いいえ、ぜんぜん。
- noticing differences in text structure and grammar between formal and informal Japanese language use, such as abbreviations, dropping of particles and emphatic intonation in informal communication such as face-to-face interactions, blogs, emails and other forms of correspondence, for example, あした行く？/先生、あした行きますか。うん、わかった。/はい、わかりました。それは何？/山中さん、それは何ですか。
- comparing verbal and non-verbal elements of communication in different languages and cultural contexts, such as ways of disagreeing or responding to thanks, or the use of gestures, facial expressions or あいづち/silence

Investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular culture and intercultural exchange

[Key concepts: globalisation, exchange, influence, contemporary culture, language revival/reclamation; Key processes: mapping, classifying, analysing, reviewing]

(ACLJAU197)



- finding examples of ways in which social and cultural influences impact on languages, for example, the abbreviation of borrowed words in Japanese, such as リモコン or スマホ, or the combination of borrowed words with る、ググる and サボる to make verbs
- reflecting on changes in their own language(s) and cultures due to influences such as technology and social media, for example, the use of abbreviations in text messaging or the replacement of words by emoticons, and considering possible effects of such changes on *kanji* acquisition in Japanese and spelling in English
- exploring the influence of Japanese popular culture in Australia, the Asia region and around the world, such as the influence of Japanese design and technology and the popularity of J-pop, electronic games, *anime*, *manga* and *cosplay*



- investigating the state and nature of indigenous Japanese languages, considering issues such as language revival and reclamation, and drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia



Role of language and culture

Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret

[Key concepts: intercultural exchange, meaning, reciprocity, values; Key processes: analysing, questioning, discussing]

(ACLJAU198)



Elaborations

- providing examples of exchanges in Japanese that require cultural as well as literal interpretation, such as responses that deflect personal considerations (for example, replying positively to the enquiry お元気ですか), or strategies to preserve values of humility and honour
- discussing how the cultural value of 内/外^{うち そと} is expressed through language, such as the use of prefixes and suffixes when referring to people outside the immediate 'group', the choice of informal or formal register, and decisions about what to share/not share in general conversation
- exploring cultural concepts embedded in Japanese language which embody important core values and behaviours and for which there is no direct English translation, for example, えんりよ and 和^わ
- discussing their own and others' attitudes towards cultural diversity and difference, including the use of stereotypes and generalisations, and considering how these affect communication
- considering how contemporary expressions of individuality exemplified in some forms of contemporary Japanese youth culture relate to traditional concepts of conformity and collective identity

Years 9 and 10 Achievement Standard

By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others' use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います、来ます、聞きます、食べます、飲みます, nouns, for example, 新聞、会話、外国語 and adjectives, for example, 早い、上手な、下手な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから、けれども, and indicate frequency by using a range of intensifiers, for example, よく、たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others' culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication.

Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりがな and ふりがな, and understand the concept of おん/くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ます or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コピペ、オーガナイズする、ダンスする. They explain how key Japanese cultural values such as community, 内/外 and humility, いいえ、まだです。 , and consideration of others are reflected in language and behaviours.

The Australian Curriculum Languages - Japanese Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students are beginning their study of Japanese and typically have had little prior exposure to the language and associated culture. Many will have learnt an additional language in primary school, while some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Japanese. Students' textual knowledge developed through English literacy learning supports the development of literacy in Japanese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

Japanese language learning and use

Students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. They become aware of the systematic nature of Japanese grammar and of its importance in conveying meaning. They develop metalanguage to talk about Japanese grammar and to make comparisons and connections with their own language(s).

Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences. They work collaboratively and independently, exploring a variety of simple texts with particular reference to their current social, cultural and communicative interests.

Students read, view and listen to a range of texts, and apply modelled language to create and present their own texts. They share grammatical knowledge and language resources to plan, problem-solve, monitor and reflect. They begin to use vocabulary and grammar accurately, drafting and editing texts to improve structure and to clarify meaning. They develop linguistic and cultural awareness through analysing texts, comparing languages, and applying their knowledge in language exercises and tasks.

Learners use a range of processes such as observing, comparing and reflecting on language use to identify how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They reflect on intercultural perspectives and on their experience of intercultural communication, exploring aspects of environment, lifestyle and social practices associated with Japanese culture and making comparisons with their own. They develop metalanguage for discussing the nature of language and culture, and monitor and reflect on their language and culture learning through discussion, journaling or contributing to shared digital spaces.

Contexts of interaction

Japanese is used by the teacher and learners in classroom routines, structured interactions and learning tasks. Opportunities for interaction in Japanese are also provided through a range of resources and materials. There may be interaction beyond the classroom with guests or members of Japanese-speaking communities or via digital technology or student exchanges.

Texts and resources

Learners work with a range of resources designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They read, view and interact with a variety of spoken, written and digital texts created for different purposes (social, informative, transactional, imaginative and expressive). Authentic texts such as advertisements, commercials, film excerpts or recorded conversations provide opportunities for discussion and analysis of the relationship between language, communication and culture.

Features of Japanese language use

Learners become familiar with the sounds and patterns of spoken Japanese, including pronunciation, rhythm and intonation. They identify words borrowed from English, noting differences in pronunciation and spelling. They use Japanese in classroom interactions and short communicative tasks. They participate in scaffolded activities to exchange information and complete transactions. They listen to and read texts to obtain specific details or to understand gist. Learners understand and apply rules/patterns applying to elements of Japanese grammar such as word order, simple verb forms, nouns, adjectives and particles. They understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. They use modelled examples and apply knowledge of language features to create texts for different purposes, such as informative, personal or descriptive. Students develop an awareness of different cultural perspectives. They identify words, phrases and behaviours that convey Japanese traditions and values such as politeness and humility and use these appropriately.

Level of support

Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Opportunities to review and consolidate learning are balanced against provision of engaging and relevant new experiences and connections. Learners rely on teacher talk, instruction, modelling, feedback, and structured opportunities for practising and understanding new language. They are supported to develop increasing autonomy as language learners and users. Support resources include word lists and dictionaries, visual organisers, images and gestures. Learners collaborate with peers in structured pair and group tasks that have clear roles and expectations.

The role of English

English serves two main functions in the Japanese class: it represents a point of reference for learning the new language by enabling students to compare structures, features and cultural meanings in each language, and it is used when appropriate for explanation, reflection and discussion.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures
[Key concepts: self, family, home, interests; Key processes: interacting, describing, expressing]

(ACLJAC001)



- exchanging greetings depending on the time of day, for example, おはよう ございます。こんにちは。 , using appropriate titles and terms of address, such as ~先生 or Simon さん、 and gestures such as bowing to show respect
- giving and receiving items using culturally appropriate gestures and language, for example, どうぞ。どうも ありがとう。
- exchanging personal details with Japanese-speaking peers via online or virtual forums, for example, providing name, age, school, and language(s) spoken at home
- introducing themselves (じこしょうかい) using culturally appropriate formulaic expressions and gestures, はじめまして、どうぞ よろしく。、 with bowing and appropriate eye contact
- describing aspects of their personal worlds, for example, friends, family, pets, teachers, school and interests, using expressions such as noun は adjective です。わたしの ともだちは おもしろい です。
- exchanging information about daily or leisure activities or events via face-to-face or online modes of communication such as blogs or virtual conversations, and comparing experiences with those of Japanese-speaking peers, using cohesive devices such as conjunctions when sequencing or elaborating, for example, 日よう日に えいがに いきます。それから、かいもの を します。 or すしが好き です。でも、さしみが 好きじゃない です。
- expressing likes and dislikes, for example, スポーツが 好き です。しゅくだいは ちょっと...
- using formulaic language to express feelings, for example, おなかが ぺこぺこ です。つかれました。さむい です。ときどき します。

Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances
[Key concepts: tasks, transactions, collaboration; Key processes: planning, making arrangements, purchasing, performing, participating]

(ACLJAC002)



- working together to create displays, presentations or performances to showcase their Japanese learning for family, friends or school community
- following instructions, for example, following a recipe to make やきそば, おこのみやき、まきずし or making origami
- making arrangements using language related to place, time and activity, for example, 火よう日に テニスを しますか。火よう日は ちょっと...
- participating in scenarios that involve ordering and purchasing goods such as food and drink, for example, すしを ください。おちゃ、おねがいます。いくらですか。
- participating in class activities such as word, board or electronic games, using set phrases in Japanese such as わたしの ばん、みぎ、ひだ、かった！、まけた、さんねん、だめだった、だいじょうぶ？、がんばって！、つぎは だれ？、いち、に、さん！

Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement

[Key concepts: roles, routines, interaction patterns; Key processes: responding, requesting, apologising, thanking]

(ACLJAC003)



- using set phrases, formulaic expressions and appropriate gestures for regular classroom routines such as opening and closing lessons and responding to roll call, for example, きりつ, れい, ちゃくせき, はい, います。いません。
- asking the meaning of words and how to say something in Japanese, requesting repetition and indicating whether or not they understand, for example, はい, わかりました。いいえ, ちょっと わかりません。日本語で 何 ですか。すみません, もう いちど。
- using formulaic expressions to ask for clarification (for example, ~は えい語で 何 ですか。十四ページ ですか。) or permission (for example, トイレに 行っても いい ですか。), to apologise for lateness or interrupting (for example, すみません, ちょっと いい ですか。おくれて すみません。), and to borrow classroom objects (for example, えんぴつを かして ください。けしゴム, ありますか。)
- using appropriate language and behaviour when giving and receiving classroom objects, for example, どうぞ。ありがとう ございます。
- following instructions to complete an activity or to get organised, for example, たって ください。三人グループに なって ください。
- praising, complimenting and encouraging others, for example, じょうず ですね。いい ですね。よく できました。すごい ですね。もうちょっと です。がんばりましょう。

Informing

Elaborations

Locate key points of information in a range of texts and resources and use the information in new ways
[Key concepts: information, data, culture; Key processes: researching, classifying, interpreting, presenting]

(ACLJAC004)



- identifying key information such as names of people and places, times and activities in familiar types of texts such as conversations, profiles, emails and announcements
- gathering, classifying and summarising results of class surveys on topics such as students' likes and interests, family, neighbourhood, activities or habits, and presenting findings to others, for example, ひるごはん^{ひるご}に^{はんに}何を^{なに} 食べ^たますか。日^{にち}よう日^びに^に 何を^{なに} しますか。しゅうまつ^{しゅうまつ}に^に どこ^{どこ}に^に 行^いきますか。
- listening to and reading texts and reorganising information to present in new ways, for example, by sequencing activities chronologically by completing a timetable or timeline, chart, table or itinerary
- reading, listening to and viewing texts such as video clips, brochures, websites, menus, labels and packaging to obtain information about aspects of Japanese culture, for example, daily routines, food, writing systems, significant places or geography
- locating, interpreting, classifying and listing factual information from modified texts such as notices, timetables, announcements, advertisements or signs
- identifying cultural values reflected in a range of texts, such as the use of symbols, signs or images in advertising

Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms
[Key concepts: community, cultural practice, personal world;
Key processes: composing, designing, presenting, reporting, comparing]

(ACLJAC005)



- creating and presenting a profile of a well-known Japanese or Australian person, including details, for example, とし、かぞく、and 好きなこと such as 食べもの、スポーツ、かもく、どうぶつ

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- planning and preparing short spoken, written or digital presentations on aspects of daily life and social/cultural practices in Japan or Australia, such as school, leisure, daily routines, celebrations or festivals, using supporting resources such as sound, images or graphics

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- reporting on events and activities in their immediate environment or personal worlds, such as through a personal blog, digital post, formal speech, diagrams, charts or illustrated schedules, for example, きのう サッカーの しあい でした。わたしの がっこうの チームは かちました。
- creating a video clip to communicate specific information to a particular audience, such as a visual or virtual introduction to their family or neighbourhood or a glimpse into a week in the life of an Australian teenager for potential exchange student groups
- creating a comparative report on aspects of Japanese and Australian lifestyles, such as climate, students' interests or daily routines, using formats such as data displays, charts or graphs to identify similarities and differences, for example, オーストラリア人は フットボールが すき です。でも、日本人は やきゅうが すき です。今 オーストラリアは 秋 です。でも、日本は 春 です。

Creating

Elaborations

Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts

[Key concepts: imagination, fantasy, character, effects, values; Key processes: responding, reflecting, creating, comparing]

(ACLJAC006)



- reading and viewing texts such as *anime*, *manga*, video clips or lyrics of J-pop, responding to questions about characters, lyrics or events, for example, *だれ ですか。名 >まえは 何 ですか。何(なん)の イベント ですか。どこ ですか。*, or re-creating elements by means of a storyboard, timeline or original performance
- responding to structured stimulus questions about characters, places, events or effects in imaginative texts such as stories, films and *anime*, using modelled language and formulaic expressions to express reactions, for example, *やさしい 人(ひと) せが たかい です。おもしろい はなし ですね。ちょっと こわい です。かなしい です。たのしかった です。びっくり しました。ときどき しました。*
- comparing and reflecting on ideas, values and key messages in Japanese texts, such as the moral of a story or folk tale, identifying ideas and themes that may be similar or different across cultures, for example, Japanese concepts of *おんがえし*, working hard, consideration of others and humility
- discussing which animals often feature in Japanese folk tales and what characteristics are attributed to them, for example, *つる in つるのおんがえし*, *さる and かに in さるか にがっせん*, and comparing with animals that feature in folk stories from other languages and cultures from the Asia-Pacific region, such as Australian Aboriginal and Torres Strait Islander stories



- exploring the idea of changing values and behaviours as represented in contemporary imaginative and creative texts such as television shows and/or commercials, video clips, jingles and computer games

Reinterpret or create and perform imaginative texts such as video clips, raps or skits using modelled language and supporting resources

[Key concepts: adaptation, mode, performance, intercultural experience; Key processes: creating, interpreting, expressing, performing]

(ACLJAC007)



- creating imaginative texts to share with others, for example, a commercial for a new or existing product, a comic strip, a jingle, song or rap
- producing short scripted plays or video clips to perform or present to others who are learning Japanese, experimenting with rhyme, rhythm and onomatopoeia
- composing and performing an imagined scenario or skit designed to support intercultural understanding and involving elements such as comedy, emotion or surprise, for example, *いただきます。いってらっしゃい。もしもし。こんにちは。*
- creating imaginative stories using a variety of resources and modes of presentation such as video clips or digital photo montages
- designing texts for real or imagined special occasions that include the expression of culturally appropriate behaviour, for example, *ねんがじょう、母(はは)の日(ひ)*

Translating

Elaborations

Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions
[Key concepts: meaning, translation, equivalence, context; Key processes: translating, interpreting, comparing, explaining]

(ACLJAC008)



- collaborating with peers and the teacher to translate and interpret familiar texts in Japanese such as emails and phone conversations between friends or self-introductions, noticing similarities and differences between Japanese interactions and their own communicative style
- interpreting words and expressions encountered in simple Japanese texts such as greeting cards, menus or stories that do not translate easily into English and that reflect aspects of Japanese culture, for example, ていしょく、いただきます、the use of 'happy' in English compared to おめでとう in Japanese, しつれいします、はじめまして、どうぞよろしく
- comparing own translations of simple texts with peers', explaining why words or expressions were translated in particular ways and considering reasons for any differences
- learning to use dictionaries and electronic translation tools, identifying issues such as multiple meanings of words and the need to consider context
- comparing the meaning and use of emoticons in Japanese and English

Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions
[Key concepts: bilingualism, equivalence, context, meaning; Key processes: translating, reasoning, explaining]

(ACLJAC009)



- creating written or digital bilingual resources to support their language learning, such as captions for photo stories or displays, glossaries or personal Japanese–English dictionaries, with examples and explanations of terms or expressions that have cultural associations
- preparing bilingual captions for texts such as a newsletter item for the school community or for Japanese-speaking peers, exploring how to convey specific ideas in two different languages
- interpreting aspects of spoken Japanese texts for others, for example, providing an English commentary on a Japanese item at a class, school or community event, assembly or parent evening, explaining culturally significant expressions and gestures
- creating bilingual menus, signs or brochures for the school or local community, such as information about caring for the environment or school resources



Reflecting

Elaborations

Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use and behaviour
[Key concepts: intercultural experience, cultural frames, response; Key processes: identifying, reflecting, expressing]

(ACLJAC010)



- adopting Japanese ways of communicating that reflect cultural values and practices such as the expression of respect or familiarity, for example, ^{はは}母、^{かあ}ママ and お母さん、～さん and ～せんせい
- describing and demonstrating differences in ways of showing consideration for others in Japanese, for example, using particular terms of address, register and body language in greetings, such as おはよう。 versus おはようございます。、 or forms of respect or apology when entering a classroom しつれいします。、 at mealtimes いただきます。 or when interrupting someone すみません。
- reflecting on aspects of the experience of using Japanese that highlight intercultural differences relating to social and communicative behaviours, for example, the use of personal space and body language, and ways of accepting or refusing an offer
- observing live or recorded interactions in different Japanese-language contexts, identifying aspects that they find confusing or surprising, for example, gestures (おじぎ), levels of politeness, ways of requesting, thanking or greeting, or the exchange of business cards, and comparing to own cultural forms of expression and social interaction
- developing language for expressing personal reactions to and feelings about intercultural experience, for example, いいですね。 あれ？ へえ すごい！ びっくりした！ すみません。
- noticing that a focus on 'self' is avoided in Japanese by the minimal use of the pronoun 'I' in interactions



Collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another's ways of expressing identity
[Key concepts: self-expression, identity, community, communication; Key processes: reflecting, comparing, identifying]

(ACLJAC011)



- identifying elements of identity that may be important across all cultures, for example, family, community, location, language, religion, age, gender
- sharing reactions to intercultural experiences, and considering whether their individual background, age and interests contribute to attitudes and/or beliefs that impact on the experience
- preparing a digital class profile to exchange with Japanese-speaking students, showing the cultural backgrounds, interests and personalities of each class member using images, captions and symbols
- creating a print or digital personal 'cultural ID profile' to exchange with Japanese-speaking peers, making decisions about what points of information will be of most interest, for example, by creating a family tree with associated links to cultural connections, languages spoken, interests and activities
- comparing and reflecting on how identity is expressed across cultures and languages, considering the idea of 'belonging' and the relative importance of group or family membership as expressed in different languages

Understanding

Systems of language	Elaborations
<p>Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation [Key concepts: mora, pitch, rhythm, intonation; Key processes: listening, distinguishing, recognising]</p> <p>(ACLJAU012)</p>  	<ul style="list-style-type: none"> • understanding the system of Japanese sound combinations, that Japanese has five vowels and that a vowel can be attached to all consonants except ‘ん’ • accurately pronouncing all combinations of <i>hiragana</i> and <i>katakana</i>, including voiced and unvoiced forms and all combined sounds (contractions and blends) • understanding that the sounds of <i>hiragana</i> and <i>katakana</i> are identical even though the associated scripts are different • recognising that in the copula <i>desu</i> and the verb suffix <i>masu</i>, the ‘u’ is devoiced in normal speech • using available combinations of <i>katakana</i> to experiment with the Japanese pronunciation of loan words, for example, レストラン • recognising the basic unit of sound in Japanese (‘mora’: モーラ or 拍), for example, こんにちは has five moras • becoming familiar with the rhythm of Japanese, recognising the concept of the ‘foot’ (フット) as the minimum unit of rhythm, and that one foot in Japanese consists of two moras, for example, ごちそうさま is pronounced as a three-foot word

Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji
[Key concepts: script, kana, kanji, hiragana, katakana, furigana, stroke order, pictograph; Key processes: recognising, copying, applying, distinguishing]

(ACLJAU013)



- understanding that the Japanese language uses three different scripts depending on word origins and on the context of language use
- reading and writing all *hiragana* and *katakana*, including voiced, contracted and blended sounds, using the *kana* chart
- using the *kana* chart as a systematic framework to support learning
- recognising that Japanese can be written vertically or horizontally and has various typefaces in printed form
- understanding the use of basic Japanese punctuation marks such as a まる (。), てん (、) and *katakana* long vowel mark (ー), for example, in a student's name such as サリー
- applying the principles of stroke order to write all *kana* and high-frequency *kanji* such as 行^いきます、月、大^{おお}きい
- knowing that *kanji* were brought from China and that *hiragana* was formed by simplifying the form of *kanji*, while *katakana* was formed using a part of *kanji*

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- understanding that each individual *kanji* represents meaning as well as sound, such as 日 ('sun', 'day'), and that some *kanji* come from pictographs, for example, 山
- learning to write high-frequency *kanji*, such as numbers, days of the week, family members, and basic adjectives and verbs, applying the basic principles for stroke order, for example, 父^{ちち}、母^{はは}、小^{ちい}さい、見^みます、日本^{にほん}語
- understanding the use of *furigana* as a tool to support reading

Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity
 [Key concepts: grammar, vocabulary, syntax, metalanguage; Key processes: recognising, describing, indicating, comparing]

(ACLJAU014)



- developing metalanguage for communicating about language, using terms such as 'noun', 'pronoun', 'verb', 'adjective' and 'conjunction', and cross-referencing with knowledge of English-language syntax and parts of speech
- understanding the rule that Japanese sentences end with a predicate and that there are three types of predicates, noun plus copula, adjective plus copula, and verb:
 - subject は noun です。
 - subjectは adjective です。
 - subject は objectを verb ます。
- understanding that pronouns are used far less frequently in Japanese than in English
- understanding and using a range of particles to perform different functions, for example:
 - は (subject, topic marker)
 - が (subject, topic marker: ～が好きです、～がいます/あります)
 - を (object)
 - に (time, destination)
 - へ (direction)
 - で (transport)
 - の (possession)
 - と (and, with)
 - も (also)
- understanding the role of sentence-ending particles such as か and ね
- understanding that the word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles
- understanding how to use い and な adjectives in the present tense in basic sentences such as たのしい、たのしくない、ゆうめいな、ゆうめいじゃない
- understanding the rules of verb conjugation, for example, ます、～ましょう、～ました、～ません、～ませんでした
- understanding different question words such as 何、どこ、何曜日、どんな、いつ、いくら、だれ
- describing locations of homes, people and things using basic structures such as noun は place に あります。 noun は place に います。
- using a range of verbs related to daily activities, for example, 行きます、見ます、たべます、かきます、よみます、ききます、はなします、します
- understanding and responding to formulaic expressions that use て form, such as 見て ください。トイレに 行っても いい ですか。
- creating cohesion and flow using conjunctions, for example, そして、それから、でも
- knowing how to count 一 ～ 千

- using common counters and classifiers such as ～人、～さい、～がつ、～時^じ
- understanding the use ofこそあど series in concrete contexts, for example, これ、それ、あれ、どれ
- using basic time expressions such as days of the week and months, for example, まい^{にち}日、ときどき
- building vocabulary that relates to familiar environments such as the classroom, family and personal world and that can be used for cross-curricular content learning
- understanding the use of the prefixes お and ご before some words to indicate respect, for example, おなまえは？、ご^かぞく
- understanding that the words for family members are different for one's own family and for other people's families, for example, お母^{かあ}さん、母^{はは}
- identifying similarities and differences in Japanese and English grammatical rules relating to word order or the use of elements such as pronouns

Identify textual conventions of familiar spoken, written and multimodal types of texts

[Key concepts: text, genre, mode, tenor, audience; Key processes: identifying, sequencing, comparing]

(ACLJAU015)



- recognising structures and key features of familiar types of texts such as めいし、emails, conversations, speeches, advertisements, stories and songs, identifying formulaic expressions and comparing with similar texts in English, for example, by comparing ways of answering the phone or starting and ending a letter
- identifying how certain types of texts are typically constructed, for example, the use of particular layouts, visual images and grammatical features in advertisements, *manga* or brochures
- understanding that the format of Japanese texts can include either たてがき or よこがき、according to the context, purpose and intended audience
- understanding how to create textual cohesion, using elements such as paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, そして、それから、でも
- understanding conventions associated with using げんこうようし、for example, the size of small characters, the position in the square and the placing of punctuation

Language variation and change

Elaborations

Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants

[Key concepts: variation, context, relationship; Key processes: identifying, distinguishing, analysing]

(ACLJAU016)



- understanding and explaining variation in language use based on the age, relationship, and level of familiarity between participants, for example, 母/お母さん and ~先生/~さん、avoiding あなた when showing politeness
- identifying language use associated with gender, age, social status or the purpose of interaction, for example, ぼく、わたし、はい、うん、こんにちは、ハロー、さようなら、バイバイ、and recognising the importance of using appropriate forms of address when interacting with different people, for example, using ~くん/~さん when communicating with close friends, family members or other young people, and using ~さん、~先生 for adults

Understand that the Japanese language both influences and is influenced by other languages and cultures

[Key concepts: language change, intercultural contact, loan words; Key processes: identifying, reflecting, making connections]

(ACLJAU017)



- recognising words of Japanese origin used in English, for example, 'judo', 'karaoke', 'karate', 'obento', 'sushi'
 - recognising the use of words 'borrowed' by Japanese from other languages such as English, French or Portuguese, for example, サッカー、ゴルフ、パン、and noting how these are pronounced by Japanese speakers
 - understanding that languages and cultures change continuously due to contact with one another and in response to new needs, ideas and developments in communications and technology, and considering why some types of words and expressions are more frequently borrowed, such as ラップトップ、ダウンロード、チャット
 - identifying words that have similar meanings and pronunciation across different languages, and reflecting on the possible origins of such words and their associated cultures
 - understanding that there are Japanese-speaking communities outside Japan, for example, in the United States, in particular Hawaii, and South America, and that Japanese is widely taught in many countries around the world and within the Asia-Pacific region, including Australia
- AA
- understanding that all languages change, that some are constantly growing and expanding and that others are disappearing or being revived, as in the case of many indigenous languages

Role of language and culture

Elaborations

Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages
[Key concepts: culture, language, values, meaning; Key processes: analysing, explaining, comparing]

(ACLJAU018)



- considering how Japanese language and interaction patterns around familiar routines such as mealtimes reflect traditional practices and values associated with family life, for example, using formulaic expressions such as いただきます。いってきます。いってらっしゃい。ただいま。おかえり。
- identifying changes in contemporary communication styles that reflect changes in Japanese and Australian cultures and social practices, for example, ハロー、バイバイ and グッドラック
- identifying and explaining phrases that require cultural knowledge in order to be understood in translation, for example, はじめまして。よろしく おねがいします。or that the question おげんき ですか。is a genuine health enquiry rather than a greeting
- understanding that the Japanese language has many ways of expressing values such as consideration and respect, for example, どうぞ、>どうも、すみません、おくれて すみません、しつれいします、and using indirect forms of refusal and softening responses, for example, ちょっと…。あんまり…。

Years 7 and 8 Achievement Standard

By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おくれて すみません。しつれいします。 They comprehend and respond to familiar questions, such as ^{なに}だれ、^{なん}何、^びどこ、いつ、何曜日、どんな、and instructions, such as たって ください。三人の グループに なって ください。、 using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, ～は 何 ですか。十四ページ ですね。 They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as ^{せんせい}人、^{にほん}先生、^{おお}日本、^{ちい}大きい、^{とも}小さい、^い友だち、行きます、^た食べます。 Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何を しますか。ゲームを します。), common counter classifiers (for example, ～人、～ひき、～さい), and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines. They structure sentences using correct word order, and link information using conjunctions such as そしてandそれから。 They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, はじめまして、どうぞよろしく。 They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact.

Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system. Students understand and apply grammatical concepts such as the use of particles, for example, の、へ、に、で、と、も、が、は、を、か、よ、and conjugation of present, past, positive and negative forms of verbs. They understand and use いand なadjectives, and apply the rules of counter classifiers such as ～人、～月、～ひき/びき/びき。 They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうず ですね。

いいえ。、 softening responses with expressions such as ちょっと or あんまり、and using indirect forms of refusal or disagreement.

Years 9 and 10

The nature of the learners

Students have prior experience of learning Japanese 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 within 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 Japanese may feature in these.

Japanese language learning and use

This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication, collaborative performance and guided group discussion. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Students use Japanese in classroom interactions and activities, 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 range of texts. They use a wide range of formulaic expressions that are essential for everyday Japanese interactions. They use an increasing range of culturally appropriate gestures and behaviours, with a greater degree of self-correction, spontaneity and repair. They monitor their own language use in relation to cultural context, situation, purpose and audience. They develop a greater understanding of Japanese cultural norms, for example, in relation to responding to praise, communicating refusal, or the use of eye contact. Students initiate and sustain interactions with other speakers of Japanese in spoken and written modes. They use familiar language patterns as a foundation for generating increasingly original language in the contexts of their physical and social environments. They develop broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences.

Students build on their mastery of hiragana and katakana and understand sound variation in the pronunciation of borrowed words. They use a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words.

They explore and produce a range of texts associated with different contexts, and analyse information and concepts relevant to their social, cultural and communicative interests. They read, view and interact with texts for a variety of purposes, for example, social, informative, transactional, imaginative, expressive and instructional. They draw on modelled examples to understand and use more complex structures. They engage in drafting and editing their texts to clarify meaning.

Contexts of interaction

Learners use written and spoken Japanese to interact with peers, teachers and other speakers of the language in immediate and local contexts, and may also interact with other Japanese speakers through online environments.

Texts and resources

Learners engage with a range of language-learning texts and supporting materials, such as textbooks, modified and authentic texts, film/video clips, media texts and online materials. They also draw increasingly on texts produced for young people in Japan, such as short stories, songs, poems, films, video clips, blogs and social media texts.

Features of Japanese language use

Students become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use expressive and descriptive language to discuss feelings, opinions and experiences. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence forms of communication. They develop understanding of the nature of both translation and interpretation, noticing the relationship between language, texts and culture. They understand that many Japanese phrases convey values and beliefs that underpin Japanese culture and cannot be translated into English. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performance and experiences. Tasks involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners analyse text more critically, identifying how language choices reflect perspectives and shape meaning. At this level, learners are developing understanding of the relationship between language, culture and identity. They identify how meaning-making and representation in a different language 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 the learner's ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to consider their own cultural practices through the eyes of others, and to communicate in interculturally appropriate ways.

Learners draw from authentic and modified resources to apply their developing linguistic and cultural understandings. They compare, analyse and reflect on their understandings of Japanese language and culture and of their own language(s) and culture(s), and question their preconceived ideas about Western and Japanese values. They continue to build metalanguage to think and communicate about Japanese and about their own language(s) and culture(s), using English to discuss their experience of language learning. Students identify aspects of culture embedded in Japanese words, expressions and behaviours, and recognise contexts in which particular values are expressed for different purposes and audiences.

Level of support

This stage of learning involves consolidation and progression. Learners are provided with new challenges and engage in more independent learning experiences. Continued scaffolding, modelling and monitoring support these challenges. Students are encouraged to develop increasing autonomy as language learners and users and to self-monitor and adjust language in response to their experience in different contexts. They analyse and reflect on texts and intercultural experiences through discussion, documenting and journaling. Continued focused attention on grammatical and textual features supports learners' development as text producers.

The role of English

Japanese is used in more extended and complex ways by both learners and teachers. English is used for substantive discussion, elaboration, comparison, analysis and reflection.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience

[Key concepts: discussion, social experience, popular culture, views; Key processes: interacting, responding, comparing, expressing opinions]

(ACLJAC019)



- comparing experiences of teenage life and expressing opinions and aspirations, for example, 行きたいです。先生になりたいです。つまらないとおもいます。
- sharing information about significant or special events in their own life and comparing with those of Japanese teenagers, such as birthdays, holidays, celebrations, sporting events and festivals, for example, 土曜日はぼくのたん生日パーティーでした。どうでしたか。たくさん友だちが来て、たのしかったです。
- developing strategies to initiate and sustain interactions, such as asking for clarification or confirmation, acknowledging and showing interest, using appropriate gestures and expressions such as あいづち, ああ そうですか。いいですね。そうですね。へえ。はい うん。
- maintaining and extending conversations by requesting additional information, asking appropriate questions, and using conversation fillers such as いつしますか。だれとしますか。どうですか。
- providing evidence or reasons to justify own opinions or planned actions, for example, ベンリです。だからコンビニで買いものをします。
- communicating with one another and with other young Japanese speakers via email, online conferencing or school-based exchanges about shared interests such as popular culture, sports and special events, or comparing aspects of school or home life, for example, 私^{わたし}のしゅみはスポーツです。山川^{やまかわ}さんはスポーツをしますか。私はスーパーでアルバイトをしています。デービッドさんはアルバイトをしていますか。or ぶかつに入っていますか。
- using appropriate levels of formality for everyday exchanges such as greetings, introductions and apologies, for example, こんにちは。おそくなってすみません。ごめんね!、and for thanking, inviting or congratulating one another, for example, メールをどうもありがとうございます。いっしょにカラオケをしませんか。

Participate in activities that involve transacting, negotiating, planning and participating in events and experiences
[Key concepts: social exchange, transaction, negotiation; Key processes: planning, transacting, making decisions, performing]

(ACLJAC020)





- engaging in social transactions such as presenting gifts, accepting and declining invitations, making excuses and apologising, using appropriate protocols such as forms of politeness and respect, for example, 土曜日はひまですか。土曜日はちよつと…。日曜日はどうですか。日よう日にえいがを見に行きませんか。いいですね、行きましょう。
- planning and completing tasks involving authentic or simulated transactions, for example, planning a holiday, purchasing goods, ordering food or making requests by email or text message
- negotiating and making decisions about services, such as ordering in shops and restaurants, specifying size, number and colour where relevant, and commenting on products, for example, おこのみやきを二つください。おいしそうですね。むらさきのLサイズをください。かわいいですね。
- creating a digital presentation or performance to present information about their own school to a Japanese sister school or Japanese visitors
- planning social events, negotiating and making shared decisions, and creating associated texts, such as invitations or posters for an excursion or for activities for Languages Week, for example, 八時に学校の前で会いましょう。それから学校のバスで行きましょう、八時ちよつと前に来てください。
- role-playing scenarios related to travelling or living in Japan, for example, interactions with a host family or using public transport

Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences
[Key concepts: discussion, reflection, interaction; Key processes: requesting, responding, clarifying, enquiring]

(ACLJAC021)



- interacting in classroom routines using appropriate language to apologise, for example, すみません、しゅくたいをわすれました。、to request clarification, for example, テストは何日ですか。ゆっくり教えてください。、and to ask and respond to questions, for example, ～は英語で何ですか。この漢字はどう読みますか。
- further developing metalanguage to communicate about language and about their experience of learning Japanese, using Japanese for terms such as verbs (どうし), adjectives (けいようし) and nouns (めいし)
- enquiring about and describing the location of classroom items and materials by using appropriate prepositions, for example, げんこうようしはどこにありますか。テーブルの上にあります。学校の左にあります。
- participating in class discussion by eliciting or offering opinions, for example, どうおもいますか。つまらないです。、and by asking questions or making suggestions, for example, つぎはだれですか。いっしょにしましょうか。
- discussing their language-learning experience, for example, 日本語はやさしいですね。かんじはむずかしいです。でも、おもしろいです。
- showing appreciation and complimenting one another, for example, よくできました。うたがじょうずですね。

Informing	Elaborations
<p>Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others</p> <p>[Key concepts: information, representation, modality, audience; Key processes: reviewing, recording, summarising, comparing]</p> <p>(ACLJAC022)</p> 	<ul style="list-style-type: none"> examining factual information from a range of print, online/web-based travel and leisure texts, using it to compare options and make suggestions, for example, しんかんせんはとても高いですが、べんりだと思います。東京から京都まで二時間半かかります。バスで八時間ぐらいかかります。 understanding the gist and recording specific details from texts such as websites, newspaper articles, documentaries, reports or podcasts on topics such as popular culture, schools, sports or leisure activities in Japan obtaining and using information from a range of media texts, including television weather reports, interviews and digital video clips, and summarising key points through presentation modes such as graphs, charts, diagrams, and written or digital reports identifying variations in spoken and written informative and persuasive texts, for example, print, television and online advertisements, noticing differences in language according to intended audience
<p>Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience</p> <p>[Key concepts: text, context, mode, audience; Key processes: selecting, editing, presenting]</p> <p>(ACLJAC023)</p> 	<ul style="list-style-type: none"> collecting and organising information to report significant events in their personal worlds, such as family celebrations, travel or personal milestones, to classmates, parents or peers, using formats such as schedules, timetables, graphs, tables or statistics preparing multimodal presentations on aspects of Japanese lifestyles and cultural practices that invite comparison and contrast with their own experience, such as aspects of popular culture, for example, fashion, music or <i>anime/manga</i>, or ways of preparing and eating food in different regions and/or seasonal influences, for example, おこのみやき and なべ preparing and presenting/publishing an article for a magazine, e-journal or website with a specified audience in mind, for example, a film review for young learners of Japanese or a digital travel guide for a proposed visit to Japan creating texts to inform others about or promote events, places or experiences, such as a poster or flier for a multicultural event or a brochure about their school for a Japanese audience, for example, ミュージカルにきてください。私の学校によろこそ。
Creating	Elaborations

Listen to, read and view a range of imaginative texts in multimodal formats, such as anime, manga or J-pop, describe settings, identify key ideas and events, give opinions and analyse cultural content

[Key concepts: character, theme, expression; Key processes: reviewing, responding, adapting, comparing]

(ACLJAC024)



- engaging with a range of contemporary Japanese texts, including songs, memes, *manga*, television programs, YouTube video clips or subtitled film excerpts, identifying and interpreting cultural elements such as values, for example, せんぱい and こうはい
- comparing ideas and values represented in Japanese folk stories with similar Western folk stories/fables, for example, comparing いっすんぼうし and 'Cinderella'
- reviewing a video clip, *anime* or film excerpt popular with Japanese students of the same age, identifying aspects that they enjoyed or disliked, for example, おもしろかったです。だから、また見たいです。おもしろかったです。でも、なかったです。
- adapting an imaginative text such as a story or computer game, for example, by resequencing events, adding a new element or changing the location or era
- identifying and describing characters, settings and events and identifying key ideas or themes in texts that they have particularly enjoyed, giving reasons for their choice
- selecting favourite elements of performance texts, for example, humour in *manzai* skits, and comparing them with humorous texts popular among their Australian peer group
- comparing expression and imagery typical of contemporary Japanese and Australian music, for example, by comparing video clips of popular songs or television song contests in Japan and Australia

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Create own or shared texts in different modes and formats to inform or entertain others, or express ideas, attitudes and perspectives, using imaginary characters, places and experiences

[Key concepts: fantasy, entertainment, expression; Key processes: imagining, creating, performing]

(ACLJAC025)



- presenting a day in the life of an imaginary or real character from familiar *anime*, *manga* or film, incorporating elements such as humour or surprise to express different characteristics
- using digital technologies to create a design for an Australian theme park, shopping centre or sports arena to attract young Japanese visitors to Australia
- creating short texts such as skits, raps or haiku, and using a range of digital technologies to design, perform and/or record these to amuse, entertain and engage other learners of Japanese
- working collaboratively to compose and perform a skit such as a *manzai* based on an imagined scenario that allows for experimentation with expressive language
- creating a digital persona or avatar in a Japanese-speaking fantasy world, incorporating communicative styles and behaviours observed in Japanese texts

Translating

Elaborations

Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another

[Key concepts: culture, translation, equivalence, meaning;
Key processes: comparing, analysing, critical and cultural reading]

(ACLJAC026)



- creating glossaries to explain concepts encountered in Japanese social texts and interactions that reflect cultural values or experiences, for example, よろしくおねがいします。いらっしやいませ。ただいま。おかえりなさい。
- explaining why some terms cannot be used interchangeably in Japanese as they can in English, for example, すみません/ごめんなさい。ください/おねがいします。こんにちは/もしもし。
- examining literal translations of everyday social interactions in Japanese and identifying culturally significant concepts, for example, saying ごちそうさま。after meals, or すみません。in a restaurant, or terms used for apologising or excusing
- evaluating the effectiveness of electronic translators, for example, by comparing back-translations of short texts or formulaic phrases, identifying instances of non-equivalence and noticing the potential pitfalls of literal translation
- using print, electronic and online dictionaries effectively by taking context into account when interpreting the meaning of words or phrases, for example, ただいま、おかえり、ねます (go to bed), あし (foot/leg)
- considering differences between Japanese and English language used to describe people, for example, 目がほそい。はながたかい。
- finding and using Japanese equivalents for conversation fillers such as 'um' and 'yes', for example, ええとあのうはいうん
- translating texts such as public signs, notices or advertisements from Japanese into English and vice versa, comparing elements such as levels of politeness or degree of directness, for example, ましょう form in Japanese, 'Keep clean (きれいにしましょう)' translates into 'Do not litter' in English

Create print, digital and multimodal bilingual resources for the school and wider community, such as notices and instructions, announcements, promotional material and invitations

[Key concepts: bilingual text, representation, interpretation;
Key processes: composing, selecting, translating, glossing]

(ACLJAC027)



- creating an online bilingual class profile to send to a Japanese sister school or present to Japanese visitors to the school, including translations and/or explanation of key terms and expressions associated with events or school celebrations
- providing bilingual subtitles or captions for a cartoon or comic that depicts intercultural encounters, for example, interactions between a Japanese exchange student and an Australian host family
- creating simple bilingual texts for English and Japanese speakers, such as community information leaflets, menus, timetables or brochures, that include contextual and visual support
- designing and maintaining a bilingual website with a Japanese sister school or another group of Japanese learners in Australia, considering the best use of each language depending on the context and nature of the information or interaction
- creating bilingual texts for specific audiences, for example, songs or games for younger learners of Japanese, or a schedule for an event likely to interest both English and Japanese speakers, noticing how expression and representation need to be tailored to suit different audiences

Reflecting

Elaborations

Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making

[Key concepts: frames, norms, reciprocity, reflection; Key processes: comparing, analysing]

(ACLJAC028)



- recognising that social values and reactions such as respect or displeasure can be expressed differently in different cultures, for example, noting the Japanese avoidance of direct refusal or eye contact, the desire to please by answering a question even if they do not know the answer, waiting to be invited to eat or drink, and the practice of smiling for different reasons in different contexts
- noticing cultural cues when interacting with Japanese speakers or resources that suggest differences in traditions, ideas or values, for example, ways of expressing feelings or emotions, maintaining harmony by avoiding direct replies to a question by using *それはちよつと...。* and avoiding foregrounding the self with phrases such as *(お先に) どうぞ。がんばります。*
- recognising the importance of active listening skills to conversational etiquette in Japanese, such as showing interest and attentiveness by using *あいづち* and nodding, repeating information heard, and confirming details at the end of a conversation
- discussing incidences in Japanese-language exchanges when miscommunication has occurred, and reflecting on why or how this happened
- reflecting on how their own language and communication style might be perceived by Japanese speakers, considering concepts such as culture, attitudes, assumptions and values
- discussing Japanese cultural concepts such as *恩* (owing a kindness), *義理* (a sense of duty) and *和* (harmony), and considering how the expression of these concepts in Japanese language and behaviour compares with the expression of similarly significant concepts in their own language(s) and culture(s)

Reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time

[Key concepts: identity, perspective, change; Key processes: reviewing, presenting, reflecting]

(ACLJAC029)



- assembling and presenting an autobiography, including references to key experiences and significant events, interests and family origins, and identifying elements that may need explaining to Japanese speakers, for example, そふは七十六さいです。1951年にイタリアからオーストラリアへ来ました。
- identifying significant life events that are marked in Australia or Japan, for example, 七五三、birthdays, 18th/21st birthdays and 成人式 or marriage, and considering how these provide insight into cultural values or traditions
- considering the relationship between identity and language, with reference to the languages spoken by the students themselves, peers, and family or community members, including their own developing ability to communicate in Japanese
- examining the impact of cultural stereotypes and expectations in relation to cultural identity and intercultural communication
- considering whether their sense of identity changes when they use different languages

Understanding

Systems of language	Elaborations
<p>Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one 'reading' and that the pronunciation changes according to kanji compounds</p> <p>[Key concepts: phonetic changes, intonation patterns, pacing; Key processes: distinguishing, vocalising]</p> <p>(ACLJAU030)</p>	<ul style="list-style-type: none"> • understanding that some new notations have been devised over the years to account for the sounds of loan words, for example, ティ、ヴィ、ヴ • recognising and applying the basic pattern of intonation in Japanese, marked by the formation of a downturning curve • identifying the characteristic of rising intonation when asking questions in plain or ましょう form, for example, 行く? 行きましょうか? • understanding how to make appropriate pauses in a sentence, dividing the sentence into cohesive chunks to allow for the use of あいづち • understanding that changes occur in <i>kanji</i> readings, for example, 一月、月曜日

Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words
[Key concepts: script forms and functions, meaning; Key processes: decoding, identifying, prediction]

(ACLJAU031)



- understanding that *kanji* are used for nouns, stems of verbs and adjectives, and some adverbs, and that the addition of *hiragana* to the stem of verbs and adjectives is called *okurigana*
- recognising that many *kanji* have multiple readings and that there are two types of readings, that is, *on-yomi* (音; *on* 'reading' or 'sound'), Chinese-style pronunciation; and *kun-yomi* (訓; *kun* 'reading' or 'explanation'), Japanese-style pronunciation



- developing strategies to guess the meaning of unknown words that contain familiar *kanji*, for example, 小学校^{しょうがっこう}、
中学校^{ちゅうがっこう}

Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas

[Key concepts: syntax, verb conjugation, cohesion, classifiers;
Key processes: describing, identifying, classifying, applying]

(ACLJAU032)



- further developing metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources such as verb charts and lists of vocabulary and sentence structures
- understanding and applying the rules of the plain form, and knowing that the basic form of all Japanese verbs ends in *-u*, *-eru* or *-iru*, as listed in dictionaries
- understanding that verbs can be divided into three groups according to the way they are conjugated: Group 1 (five-step verbs), Group 2 (one-step verbs) and Group 3 (irregular verbs)
- using character charts as a systematic framework that enables recognition of verb conjugation patterns, and applying the formation rules of each verb group
- understanding and using a range of particles such as:
 - か (or)
 - に (purpose, indirect object, location)
 - で (location of action, by means such as ペンで、日本語で)
- understanding and using い and な adjectives in the present and past tense
- using verb stems with grammatical features such as ～たい、～たくない、～かった、～やすい／にくいです
- understanding and using verb て forms to express a range of ideas, for example, ～ている、～てもいいです、～てはいけません、～てはだめです
- creating cohesion and flow by using conjunctions, for example, だから、それで、それに、verb て form, だから、しかし、それに、けれども
- expressing opinions, intentions and thoughts using the plain form, for example, ～つもりです、～とおもいます、～たり～たりします
- asking and responding to questions using 何で? どうして? なぜ? どのぐらい? いくつ?
- building vocabulary that relates to daily life and the world beyond school and home and that can be used for cross-curricular content learning
- elaborating ideas or statements using expressions such as 今しゅう、先しゅう、来^{らい}年、いつも、ぜんぜん、あまり
- understanding Japanese counting systems using units of 10, 100, 1000 and 10,000 and associated *kanji*, for example, 百^{ひゃく}、千^{せん}、万^{まん}
- extending the use of counter classifiers to include ～円^{えん}、～分、～まい、～本、～つ、～日 (date)
- expressing superlative forms using 一^{いち}番^{ばん}, for example, 一番好きなものは日本語です。
- expressing the location of items by using prepositions such as 右^{みぎ}、左^{ひだり}、前^{まえ}、後^{うし}ろ、上^{うへ}、下^{した}、となり、そば
- understanding and using plain or polite forms as appropriate to context, for example, understanding the concept of *uchi-soto* (内^{うち}/外^{そと}) for making appropriate

Use a range of textual conventions in spoken, written and multimodal texts, and understand how different scripts are used to convey meaning or effects

[Key concepts: text, mode, scripts; Key processes: composing, selecting, analysing, explaining]

(ACLJAU033)



- applying their understanding of the function of cohesive devices such as conjunctions to sequence and link ideas and actions, for example, verb て form, だから、しかし、それに、けれども
- applying understanding of the textual features of different text types to construct simple narratives, messages, slogans or song lyrics, noticing how the choice of language and text structure works to achieve each text's purpose
- comparing language features of Japanese and English versions of familiar texts such as weather reports, phone conversations or text messages, for example, the use of abbreviations and emoticons, noting differences that appear to be culturally significant
- using appropriate textual conventions to shape simple texts such as letters or menus, for example, introductions, linked paragraphs, summaries and sequencing strategies
- analysing the function of different scripts in different types of texts, identifying examples of *kanji* used for nouns and verbs, *katakana* for borrowed words and *hiragana* for grammatical purposes

Language variation and change

Elaborations

Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships

[Key concepts: register, tenor, context, culture; Key processes: analysing, exemplifying, comparing]

(ACLJAU034)



- examining how language choices reflect social relations and priorities, for example, the concept of 内/外^{うち そと}, using ご/お prefixes and plain or polite forms, and using expressions that deflect praise of self or of own family to show modesty, such as 日本語がじょうずですね。いいえ、あんまり。
- finding examples of informal forms of language used by young Japanese speakers, such as the use of abbreviations or emoticons when texting and the use of loan words when discussing popular culture, for example, 'J-rock', 'J-pop', 'fast food'
- noticing differences in text structure and grammar between formal and informal Japanese language use, such as abbreviations, dropping of particles and emphatic intonation in informal communication such as face-to-face interactions, blogs, emails and other forms of correspondence, for example, あした行く？/先生、あした行きますか。、うん、わかった。/はい、わかりました。、それは何？/山中さん、それは何ですか。
- identifying how variations in language use and communicative behaviours reflect how emotions or attitudes such as respect, gratitude or embarrassment are differently expressed across languages and cultures
- comparing features of written and spoken Japanese that reflect different communicative purposes, such as formal grammatical structures in letters compared to conversational markers or interjections to support the flow of face-to-face conversation, for example, hesitation ええと、えー
- comparing verbal and non-verbal elements of communication in different languages and cultural contexts, such as ways of disagreeing or responding to thanks, or the use of gestures, facial expressions or あいづち/silence

Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change

[Key concepts: language change, intercultural contact, popular culture; Key processes: reflecting, identifying, comparing]

(ACLJAU035)



- understanding that each region of Japan has its own dialect and accents, and that Japan, like Australia, also has some indigenous languages



- finding examples of ways in which social and cultural influences impact on language, for example, the abbreviation of borrowed words in Japanese, such as スマホ、パソコン、the combination of borrowed words + する、オーガナイズ する、and メル友 for e-pal
- considering how globalisation has accelerated the introduction of English words and expressions into Japanese, and discussing possible benefits and disadvantages associated with the blending and mixing of languages
- discussing possible reasons for changes in Japanese language use, such as exposure to other languages, changing attitudes to social practices, involvement in social media and digital communication
- exploring the influence of Japanese popular culture in Australia and around the world, such as the influence of Japanese design and technology and the popularity of J-pop, electronic games, *anime*, *manga* and *cosplay*



Role of language and culture

Elaborations

Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony

[Key concepts: language, culture, intercultural experience;

Key processes: analysing, reflecting, reciprocating]

(ACLJAU036)



- discussing ways in which learning Japanese can lead to new ways of thinking, behaving, or interpreting experience and values, for example, noticing and responding to demonstrations of politeness and respect through the softening of negative responses, such as あしたはちょっと...。
- considering the cultural significance of language associated with interactions such as issuing, accepting or declining invitations, leave-taking at social events, offering thanks, or giving and receiving gifts, for example, どうぞ。あまり...。どうもありがとうございます。、 and reflecting on how they react and adjust to such expressions of cultural values when interacting with Japanese speakers
- exploring familiar types of Japanese community texts such as print or online advertisements, brochures, catalogues or memes that employ different representations of culture, for example, by analysing which products use traditional icons such as *samurai* in their advertisements and which use more contemporary images
- investigating language associated with events such as national holidays, for example, お正月^{しょうがつ} and ゴールデンウィーク、 and identifying how it reflects associations between holidays and family values
- understanding that language carries cultural associations, for example, the ordering of information on Japanese business cards, such as じこしょうかい (company, title, surname, given name), indicates priorities in regard to individual, collective and family relationships
- identifying Australian ways of communicating and behaving that may appear unusual or inappropriate to Japanese speakers, for example, eating in public places, sitting on the floor or desk, speaking loudly and using direct eye contact

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, 来週の土曜日にサッカーをしませんか。土曜日はちょっと…。 Students ask and respond to questions, such as どのぐらい、いくつ, using spontaneous language. They provide explanations, opinions and reasons, for example, by using ~と思います、~からです. They maintain and extend interactions by requesting repetition or clarification and by using あいづち. They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち. Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They analyse and extract information from a range of spoken and written texts and multimodal sources. They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using て form (~てはいけません、~てもいいです、~ています), and the plain form (~たり~たりします、~と思います、~つもり). They extend or qualify their message by using adverbs such as とくに、時々、^{ときどき} and link ideas by using conjunctions, such as それに、だから、けれども. Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such as ただいま、おかえり. They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.

Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They distinguish between おくりがな and ふりがな、and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives. Students identify and use a range of case particles such as か (or), より、で (purpose/by) and に (location). They use metalanguage to describe and compare language features and rules of sentence construction. They choose between using です/ます or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary. They understand that languages change over time through contact with other languages and cultures, and identify the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese, such as コピー. Students explain how Japanese cultural values such as the importance of community, 内/^{うち}外、respect, and consideration for others are embedded in language and behaviours such as がんばりましょう。だいじょうぶ？。

The Australian Curriculum Languages - Korean

Overview

Context statement

The place of the Korean culture and language in Australia and the world

Korean is the language of one of Australia's important neighbours in the Asian region and is spoken by around 80 million people in the Korean Peninsula and worldwide. With the rapidly growing popularity of and interest in Korean culture across the world, the number of people learning Korean is also growing fast in many countries in Asia, Oceania, the North and South Americas, Europe and Africa. In Australia, Korean is spoken by more than 150 000 people, and the presence of the Korean culture and language, together with Korean brands of high-technology products, is increasingly evident in various sectors of society.

Australia and the Republic of Korea have established and reinforced people-to-people relationships through cultural and educational exchanges for more than half a century. The first recorded contact between Australia and Korea took place in the late 19th century through Australian missionaries visiting the Korean Peninsula. In the early 20th century, there was a period when contact between the two countries was not possible due to the Japanese colonial rule over Korea. With the end of World War II and Australia's participation in the United Nations Commissions on Korea (UNCOK) in 1947 and in the Korean War (1950–1953), the two countries formed a strong bond and have established a strong trade partnership. With an increasing awareness of the need to expand the partnership to other sectors, awareness of the need to better understand the country and culture, and to learn the language, has also increased as opportunities for exchanges and collaborations are expanding to education, science and technology, culture, media, sports, leisure, tourism and community activities. Visitors from Korea, including primary-aged students on study trips, may provide young Australian learners of Korean with opportunities for rich cultural and linguistic experiences.

The place of the Korean language in Australian education

There have been a number of government policy initiatives that have supported the teaching of Korean in Australian education since it was introduced to Australian schools in the early 1990s. During the 1990s, with growing national interest in trade with Asia, the Australian Government introduced the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy. Later, the aims of NALSAS were reignited through the National Asian Languages and Studies in Schools Program, which ran from the late 2000s until the early 2010s with a renewed economic and strategic focus on Asia, encouraging young Australians to study Korean, one of four targeted Asian languages. In recent years, the commitment of the Australian Government to the teaching and learning of Korean in schools has continued as is evident in documents such as *South Korea: Country Strategy* (Australian Government, Department of Foreign Affairs and Trade, 2013).

With the support of the Australian Government for learning and teaching Korean in Australian schools and growing interest in Korean culture and opportunities to encounter Koreans and Korean products, there is an increasing demand for Korean language education from the community. Among young learners in Australia, there has been a significant increase in the popularity of Korean culture, including traditional and youth/pop culture, as seen in frequent performances of traditional Korean dance and music and in the surge of popularity of K-pop (Korean pop). There is also an increasing awareness of possible career opportunities for those who have attained a high level of proficiency in the Korean language and a sound intercultural understanding.

The nature of Korean language learning

The Korean language has its own alphabetic writing system called *Hangeul*. *Hangeul* consists of 24 basic letters, comprising 14 basic consonants and 10 basic vowels. Learning *Hangeul* involves learning how to combine consonants and vowels to produce a syllable in Korean, which corresponds to a syllabic block in its written form. As students learn *Hangeul*, they also learn about its philosophical, scientific, linguistic and cultural underpinnings, where the three elements of vowel letters (ㅇ, ㅡ, ㅣ) symbolise the three respective elements in oriental cosmology – heaven, earth and human – and consonant letters symbolise the shapes of the speech organs: lips, teeth, tongue and throat. Students' learning is enhanced by understanding the importance of *Hangeul*'s creator, King Sejong the Great, who, in the 15th century, believed that his people's wellbeing was directly related to literacy and could be enhanced through the creation of a writing system that would represent their spoken language.

Korean is an agglutinative language. Students learn how to agglutinate various particles or suffixes to nominals or verb stems to express a range of grammatical, semantic or pragmatic information. The word order of Korean is subject–object–verb (SOV); however, learners also learn that word order in Korean is flexible as long as the verb-final rule is observed, and that contextually understood elements may be left unexpressed in Korean discourse. Honorifics are one of the important features of Korean. Students learn how to use Korean to express their thoughts with cultural bearing through the systematic use of honorifics and through non-verbal behaviour that corresponds to the chosen honorific. The Korean language easily incorporates words from other languages. Students learn about Korean culture as well as how to use the language in culturally appropriate ways.

The diversity of learners of Korean

Australian students have multiple, diverse and changing needs that are shaped by different individual, personal and learning histories as well as personal, cultural and language backgrounds. Learners of Korean in Australia can be identified in three major groups: second language learners (learners who are introduced to learning Korean at school); background language learners (learners who may use Korean at home, not necessarily exclusively, and have knowledge of Korean language and culture to varying degrees); and first language learners (learners who have had their primary socialisation as well as initial literacy development in Korean, and use Korean at home as their first language).

The Australian Curriculum: Languages, Foundation to Year 10 for Korean is pitched to second language learners. The curriculum has been developed according to two main learning sequences for these learners: Foundation – Year 10, and Years 7–10. Teachers will use the Korean F–10 curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences for these students.

For students learning Korean for the first time in a school language program, a key component of their learning is to understand the cultural dimension that shapes and is shaped by the language. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in intercultural experiences, to develop new ways of seeing and being in the world and to understand more about themselves in the process.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Korean are available as PDF documents.

Languages - Korean: Sequence of content

Languages - Korean: Sequence of Achievement - F-10 Sequence

Languages - Korean: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum Languages - Korean Years F–10 Sequence

Foundation to Year 2

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 Korean language and culture.

Korean language learning and use

Korean language learning at this stage is focused on developing learners' oral language and familiarising learners with the language through interaction involving enjoyment, imagination and action. Through classroom routines and action-related activities such as playing games, dancing, singing and chanting, students learn and use Korean to socialise with others and explore the primary world around them. Non-verbal expressions such as miming, movement and gestures are an important part of students' learning. Children begin to hear single words, phrases and short simple texts in Korean, relating them to concrete objects and people seen and known in their immediate environment, to what they feel and do, and to topics about self, home, family, and classroom activities. They listen to, use and experiment with simple formulaic language for routines such as greetings, introductions and classroom language, and become familiar with meaningful sounds in Korean. With the introduction of *Hangeul*, children become further aware of the relationships between sounds and letters, and between syllables and syllable blocks in Korean speech and script. As their phonological awareness increases, they begin to develop literacy in Korean, identifying simple Korean words in short texts through activities such as shared/supported reading or sight word games. They start to write *Hangeul* by copying or tracing words, and later co-construct longer texts such as chants and rhymes. Through the repeated use of simple patterns where basic key particles, verb endings and honorific elements are used, children notice that some Korean grammatical elements and rules are different from those of English. As students use simple language patterns with culturally appropriate gestures or body language, they recognise elements of Korean culture such as politeness embedded in the Korean language and its use, and become aware that there are different ways to communicate using languages other than their own.

Contexts of interaction

The primary context for students' interaction is the language classroom, with the teacher of Korean language and peers. Students may have some access to Korean-speaking peers in wider school or community settings. Their use of Korean primarily relates to classroom routines and activities, drawing on their interest in play, movement and games and on their curiosity about the world around them.

Texts and resources

Learners have exposure to a variety of spoken, visual and written/digital texts. They listen and respond to teacher talk, and take part in songs, play, stories and simple conversations. Written and digital texts include picture books, wall charts, Big Books and teacher-generated materials such as games, labels, captions and flashcards. Writing development is supported through tracing and copying simple words as sight words and short modelled sentences in texts such as greeting cards or captions, and through co-creating shared resources such as word walls or storyboards.

Features of Korean language use

Students become familiar with the sound system of the Korean language, recognising Korean pronunciation as being different from that of their own language/s. They learn to pronounce syllable blocks as part of sight words, recognising the association between simple vowel and consonant sounds with their corresponding letters. They recognise, use and distinguish simple Korean intonation patterns for statements and questions. They become familiar with and use the pattern of simple basic sentences such as those with –요 at the end, and notice similarities and differences between Korean and English. They begin to develop curiosity about Korea and Korean people and about different ways of making meaning using Korean.

Level of support



Children need rich language input and their learning is supported with the ample provision of scaffolding and language modelling. They need opportunities to build and test hypotheses about the Korean language and culture, to review, recycle and revise them, and to adjust their use of the Korean language and understanding of Korean culture. Attention to diversity in students' learning needs and backgrounds, and to the provision of continuous encouragement, cues, feedback and opportunities for learners to reflect, support these hypothesis building and testing processes. As the main source of target language input, the teacher provides ample models and examples of the Korean language and culture with the support of visual cues and resources such as pictures, realia, objects and charts.

The role of English

While the teacher and learners are encouraged to use Korean wherever possible, English is used for discussion, reflection, questions and explanations relating to complex ideas or aspects of languages or cultures, and in tasks which involve moving between the two languages, such as bilingually naming objects or images.

Foundation to Year 2 Content Descriptions

Communicating

Socialising	Elaborations
<p>Interact and socialise with peers and teacher to greet, introduce themselves and give basic personal information [Key concepts: self, family; Key processes: greeting, playing, imitating]</p> <p>(ACLKOC115)</p> 	<ul style="list-style-type: none"> greeting the teacher and peers using appropriate expressions and body language, for example, 안녕하세요? 안녕? 만나서 반가워요 introducing themselves using 저는...이에요/예요 as a set phrase asking about and expressing likes/dislikes using simple language such as 뭐 좋아해요? 고양이를 좋아해요
<p>Engage in guided group activities and simple exchanges such as playing games; group singing or dancing; contributing ideas through key words, images, mimes [Key concepts: play, group; Key processes: singing, chanting, observing, drawing]</p> <p>(ACLKOC116)</p> 	<ul style="list-style-type: none"> participating in group singing and chanting and performing actions, for example, 가나다 노래, 안녕 노래 making simple requests using ... 주세요 and expressing thanks, 고맙습니다 providing descriptions of familiar objects or people, for example, 마이클이에요, 코예요 following instructions for language games such as pass the message, 코코코 놀이

Interact in familiar classroom routines and follow simple classroom instructions

[Key concepts: routines, interactions; Key processes: observing, responding]

(ACLKOC117)



- using ... 있어요/없어요 and 네/아니요 to interact with the teacher in routine exchanges such as roll call
- responding with appropriate actions to the teacher's simple instructions such as 따라하세요, 일어나세요, 앉으세요, 인사하세요
- asking questions and responding to the teacher and peers by using 뭐예요? ...이에요/예요
- using 안녕하세요?; 안녕히 가세요/계세요, to greet or to take leave

Informing

Locate specific words and expressions in simple texts such as signs, titles and captions, and use information to complete guided oral and written tasks

[Key concepts: text, meaning; Key processes: locating, noticing, matching]

(ACLKOC118)



Elaborations

- using a variety of skills such as labelling, matching, clicking and dragging, drawing, miming and actions to locate and use information
- locating and using information to describe, name, draw and trace, for example, 머리, 손, 발
- classifying and categorising information gained from others, such as about favourite foods, for example, 미셀은 피자를 좋아해요
- using contextual and visual cues while reading with the teacher, for example, using illustrations and printed/audio narrations when reading Big Books or digital books

Share simple information about themselves, known people, everyday objects and places of interest

[Key concepts: self, preference; Key processes: describing, showing]

(ACLKOC119)



- reporting on information gathered from friends using simple structures such as ... 좋아해요 and ... 있어요
- contributing to a class photo story, for example, creating and reading aloud captions to own photos (저는 ...이에요/예요) and aspects of personal information (저는 바나나를 좋아해요; 저는 토끼가 없어요)
- using simple sentence structures, familiar vocabulary, concrete materials and supporting gestures to communicate about self and the immediate environment, for example, 뭐예요? 양이에요. 저는 씨월드를 좋아해요

Creating

Participate in chants, choral and shared reading of short imaginative texts in audio-visual, print and digital media such as cartoons, stories or rhymes, and responding through play-acting, illustrating, miming or making short statements

[Key concepts: character, story; Key processes: playing, choral reading]

(ACLKOC120)



Elaborations

- participating in shared reading, sharing opinions and responding to questions about imaginative texts
- responding to imaginative texts including digital texts, stories, rhymes and songs through play-acting, illustrating, facial expression or movement
- interacting with a character or puppet in an imaginary situation or setting, for example, 안녕하세요?; 저는 미나예요; 만나서 반가워요
- making simple evaluative statements about favourite characters in stories, rhymes or songs, for example, ... 좋아해요/싫어해요
- re-creating stories, rhymes and songs through mime, dance or drawing with simple captions

Create captions to images for individual presentation and participate in shared performances and imaginative activities using familiar words, phrases and language patterns
[Key concepts: performance; Key processes: drawing, singing, dancing]

(ACLKOC121)



- creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, for example, 안녕하세요?; ... 있어요? 네, 있어요 / 아니요, 없어요; 감사합니다
- performing songs, rhymes and action stories using non-verbal forms of expression such as clapping, gestures and facial expressions to support the making of meaning
- creating and presenting own Big Books, storyboards or digital texts based on imaginary scenarios in familiar contexts, for example, 꿈 세 마리

Translating

Translate familiar words and phrases, using visual cues and word lists, explaining the meaning of particular words, gestures and expressions
[Key concepts: similarity, difference; Key processes: noticing]

(ACLKOC122)



Elaborations

- noticing words in Korean and English that have the same meaning, such as 테니스, 컴퓨터, 코알라 and considering why
- recognising that every language has its own words, sounds and gestures to make meaning
- using Korean and/or English to name familiar objects and conduct simple conversations, translating when necessary to help others understand
- sharing and interpreting simple expressions and songs with friends and family, for example, showing them how to sing 학교 종, 생일 노래

Create labels, captions or short statements in Korean and English for the immediate learning environment and for familiar objects or images
[Key concepts: counterpart; Key processes: naming, labelling, matching]

(ACLKOC123)



- creating a bilingual picture dictionary for their classroom use
- matching Korean and English texts, for example, name tags of friends in Korean and English
- creating bilingual captions in Korean and English for a photographic display using digital technologies to show parents or others about a class event or experience such as sports day, school camp or pets day

Reflecting

Notice aspects of Korean language and culture that are 'new', sharing how interacting in Korean can be different to interacting in own language/s
[Key concepts: respect, acceptance; Key processes: noticing, comparing]

(ACLKOC124)



Elaborations

- noticing that there are different ways to greet people in Korean, recognising their similarities and differences to those in their own language and culture
- familiarising themselves with simple spoken exchanges in Korean, including how to use appropriate gestures, for example, how to bow and make hand gestures when saying 안녕하세요?
- describing how it feels to use Korean, for example, when singing a song or hearing Korean spoken by others
- including some Korean words and expressions in English conversation when it feels appropriate (for example, 네, 선생님, 감사합니다), noticing changes in behaviour or body language when speaking Korean

Recognise themselves as members of different groups, including the Korean class, the school, their family and community, and consider their roles within these different groups

[Key concepts: self, role; Key processes: noticing]

(ACLKOC125)



- naming languages they know and are learning, for example, 한국어
- making simple statements about themselves, including who they are and their personal preferences, for example, 저는 ...이에요/예요, 저는 ... 좋아해요/싫어해요
- noticing their own use of words, expressions or behaviours that make them who they are, such as using words from different languages, ways of celebrating or communicating that may not be familiar to other people

Understanding

Systems of language

Recognise the sounds of the Korean language and the forms of Hangeul syllable blocks, and understand that the syllable block is the basic unit of writing in Korean, associating individual syllable blocks with their pronunciations

[Key concepts: phonic awareness, meaningfulness, unit of writing; Key processes: recognising, discriminating, mimicking]

(ACLKOU126)



Elaborations

- differentiating Korean and English sounds, for example, by comparing names in Korean and English (for example, 로버트 versus 'Robert')
- categorising names according to their first consonant, for example, 마크, 매튜, 마이클
- discriminating between simple vowel and consonant letters in a syllable block
- recognising the order of strokes in writing syllable blocks

Recognise some basic features of the Korean grammatical system, such as the verb-final rule, the sentence-final -요, and notice chunks in which a noun or pronoun is combined with a case marker as part of a sentence

[Key concepts: word order, politeness; Key processes: noticing, selecting]

(ACLKOU127)



- recognising -요 at the end of a sentence through its repetitive use in sentences such as 따라하세요 and 안녕하세요?
- noticing that the Korean copula alternates between two forms (-이에요 and -예요) and using it with own names, for example, 마이클이에요/매튜예요
- understanding that 저 is used to refer to the self
- identifying a structure where a noun or a pronoun is followed by a basic case marker such as -은/는, -이/가 and -을/를 (for example, 저는) as a chunk which has a syntactic function in a sentence
- understanding how to make a simple question using a basic question word, for example, 뭐 좋아해요?

















Notice and use simple vocabulary to identify familiar objects and to describe simple actions, states or qualities in familiar contexts

[Key concepts: word, meaning, name; Key processes: noticing, selecting]

(ACLKOU128)



- identifying and using basic words for familiar objects, for example, body parts, pets and days of the week
- responding to a simple question using 네/아니요 to express agreement/disagreement
- using basic verbs with the -어/아요 ending in familiar contexts, for example, 있어요, 없어요, 좋아해요

<p>Notice and identify different types of simple spoken, written and digital texts used for different purposes in familiar contexts</p> <p>[Key concepts: text; Key processes: recognising, identifying]</p> <p>(ACLKOU129)</p> <p>  </p>	<ul style="list-style-type: none"> listening to and viewing different types of simple texts in Korean including digital or online texts and recognising that Korean is used for purposes such as songs, chants, dialogues and stories identifying Korean words in spoken and written texts where Korean is used alongside words from other languages
Language variation and change	Elaborations
<p>Recognise that there are different words and expressions used by Korean speakers to address and greet people in different contexts and situations</p> <p>[Key concepts: appropriateness, respect; Key processes: noticing, comparing]</p> <p>(ACLKOU130)</p> <p>   </p>	<ul style="list-style-type: none"> noticing differences in greetings and expressions used in different social settings where people of different ages and/or different degrees of familiarity are involved identifying social relationships between people interacting in video clips, cartoons, photographs or role play
<p>Recognise that languages change continuously and borrow words from each other</p> <p>[Key concepts: word-borrowing; Key processes: noticing, selecting]</p> <p>(ACLKOU131)</p> <p>  </p>	<ul style="list-style-type: none"> recognising loan words originating from other languages, for example, 코알라, 캥거루, 펭귄, 초코렛, 아이스크림 identifying Korean words used in English contexts, for example, taekwondo, kimchi
<p>Recognise that Korean is one of many languages spoken in multicultural Australia and in the world</p> <p>[Key concepts: multilingualism, community; Key processes: noticing, naming]</p> <p>(ACLKOU132)</p> <p>   </p>	<ul style="list-style-type: none"> understanding that the world contains many different languages spoken by many different communities of speakers and that most people in the world speak more than one language naming languages they have encountered in their everyday life, such as the languages of their neighbours or classmates exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages <p> </p>
Role of language and culture	Elaborations

Understand that ways people use language reflect their culture, such as where and how they live and what is important to them, finding examples of similarities and differences between Korean and Australian ways of communicating

[Key concepts: language, culture, meaning; Key processes: noticing, making connections]

(ACKOU133)



- comparing gestures and body language associated with language use in different cultures, for example, bowing and saying 안녕하세요? when greeting in Korean, different ways of kissing on the cheek saying 'hi' in English-speaking cultures including Australia and pressing noses (that is, hongi) and saying 'kia-ora' when greeting in Maori
- exploring the meaning of 'culture' and how it involves visible elements, for example, ways of eating or symbols such as flags, and invisible elements, for example, how people live, what they value, and how they think about themselves and others

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with peers and teachers through play- and action-related talk, exchanging greetings and introducing themselves (for example, 안녕하세요?; 안녕?; 저는 ...이에요/예요 used as a set phrase) with gestures. They respond to question cues (such as 뭐예요?) by naming objects with single words (for example, 눈! 코! 입! 고양이!) or using short, simple sentences as set phrases (for example, 눈이에요, 고양이에요). They respond to teacher instructions such as 따라하세요, 일어나세요 by imitating the teacher's actions or speech, and to the teacher's simple closed-ended questions by giving short answers such as 있어요/없어요 or 네/아니요. They make simple requests using ... 주세요 and thank each other or the teacher using 감사합니다 with appropriate gestures. They mimic and approximate Korean pronunciation of simple words, and locate and read specific words such as names of people or objects provided in familiar types of short texts. Students present simple information relating to themselves, their friends or everyday objects, using simple words and set phrases. They create and perform their own simple texts using modelled examples and formulaic language. Students use vocabulary related to their class and home environments. They use the personal pronoun 저, basic particles -은/는, -이/가 and -을/를 as part of formulaic chunks ending with -어/아요 or -이에요/예요 (for example, 저는 고양이가 없어요). They match simple Korean and English texts written in *Hangeul* and English such as 로버트 and *Robert*, and identify familiar objects in both languages. Students explain aspects of Korean language and culture in everyday language use, such as ways of greeting and thanking, identify differences or similarities to their own language/s and culture/s, and discuss the experience of learning and using the Korean language.

Students discriminate Korean sounds and script from those of English and other languages. They identify the syllable block as the unit of writing and associate individual syllable blocks with their pronunciations. They identify their own names written in Korean using syllable blocks (for example, 로버트, 마크) and pronounce them using Korean sounds. Students identify -요 at the end of a sentence as indicating some polite meaning. They identify 저 as referring to self and 저는 as an equivalent to 'I' in a sentence. They choose between -이에요 and -예요 when they construct a sentence using a copula (for example, 재키예요; 마이클이에요). They identify Korean language as the language of Korea and as one of the many languages used in Australia and in the world. Students identify some loan words from other languages and Korean words used in Australia and other countries. Students identify differences and similarities between their own and others' languages and cultures.

Years 3 and 4

The nature of the learners

At this level, children are developing awareness of their social world and membership of various groups, including of the Korean class. They have developed initial literacy in English and this helps to some degree in learning Korean. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Korean language learning and use

Learners interact with peers and the teacher in classroom routines and a variety of classroom activities. They build oral proficiency with provision of rich language input and ample opportunities to rehearse modelled language in communicative activities where grammar, vocabulary and pronunciation are purposefully integrated. They develop understanding of the alphabetic nature of *Hangeul* and read words that consist of syllable blocks with 받침. They exchange simple information, feelings and ideas related to their personal worlds, finding commonalities and acknowledging differences between each other. The language they use and hear is in simple structures and with familiar vocabulary. They follow instructions, respond to questions and read and create short texts on topics relevant to their interests and enjoyment such as family, pets or favourite sports or food, and those drawn from other learning areas. They explore ideas and values important to Korean culture through shared tasks such as shared reading of Korean folktales. The language used in routine activities is re-used from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt.

Contexts of interaction

The primary context of interaction in Korean is the classroom, where Korean is used as much as possible. Learners have access to resources and authentic texts in Korean via virtual and digital technology and are encouraged to share their learning at home where possible. They experience authentic Korean language and culture through community activities, for example, with Korean-speaking neighbours or at Korean festivals.

Texts and resources

Learners engage primarily with a variety of teacher-generated materials, stories, games and songs, and with materials produced for young learners of Korean such as interactive computer language games, cards and readers. They may also have access to materials developed for children in Korea, such as television programs, advertisements or web pages, as a means of developing cultural awareness and language experience.

Features of Korean language use

Learners are increasingly aware that the Korean language is used not only in Korea and in the Korean community in Australia, but also in many other places around the world. They make connections and comparisons, and look for differences and similarities between Korean and English. They begin to make connections between speech and writing in Korean and understand that Korean is a system that works differently from English. They differentiate sounds of *Hangeul* syllable blocks, and their literacy in *Hangeul* develops with a growing phonological awareness and understanding of *Hangeul* as an alphabetic system. They notice features of key grammatical forms and structures that they use as part of formulaic or set phrases, and understand that such phrases are required elements in Korean sentences in order to make sense. They are increasingly aware that a verb comes at the end of a Korean sentence and use basic common action and descriptive verbs with the informal polite ending -어/아요 and its honorific form -(으)세요 as appropriate. They create short texts using familiar words relating to their expanding interests and basic grammatical forms and structures. They develop understanding that the same word may be used in different meanings according to the context. Through continuous use of Korean with culturally appropriate gestures and body language, they become increasingly aware of the interdependency of language and culture, and begin to establish their identity as a learner of Korean, mediating between Korean language and culture and the familiar world of their own, exploring and comparing cultural norms embedded in everyday interactions in Korean and in their own language/s.


Level of support

The primary support for learners is the teacher of Korean, who gives instruction, explanation, examples, models, reinforcement, encouragement and feedback. Form-focused instructions are integrated into task-based activities for grammar and vocabulary learning. Support also includes material resources such as word lists, pictures, *Hangeul* charts, realia and multimedia resources.

The role of English

Learners use Korean for classroom routines, familiar interactions, and structured learning tasks and for listening to and viewing Korean texts. English is used where appropriate for instruction, explanation and discussion, while learners may move between Korean and English, for example, when they discuss or compare aspects of Korean and English language and culture, or when they create bilingual texts.

Years 3 and 4 Content Descriptions

Communicating	
Socialising	Elaborations
<p>Socialise and build relationships with peers and teacher through the exchange of personal information in relation to self, friends and family members</p> <p>[Key concepts: friendship, occasions, celebration; Key processes: expressing, sharing]</p> <p>(ACKOC134)</p> 	<ul style="list-style-type: none"> asking and answering questions relating to personal information about themselves, each other, friends, family members, favourite things and special talents, for example, 누구예요? 몇 살이에요? interacting with each other, for example, by using 나/저도 좋아요; 아, 그래요? as set phrases in action-related exchanges and shared activities such as games, including interactive computer games, role-plays and composing chants/rhymes exchanging simple correspondence such as notes, invitation or birthday cards in print or digital form

Participate in collaborative tasks and shared experiences such as creating and playing simple language games or dialogues that involve simple negotiation, or preparing and presenting a group display

[Key concepts: participation, cooperation; Key processes: problem-solving, contributing]

(ACLKOC135)



- asking and responding to questions in group activities such as number games, for example, using 몇이예요? and ... 이에요/예요, for example, 삼이예요 to form a group with those who have the same number card
- negotiating requests using simple Korean expressions, for example, 지우개 있어요?; 아니요, 없어요; 빌려 주세요; 네, 여기 있어요
- preparing, rehearsing and carrying out presentations, such as a Korean item for school assembly, or a digital presentation about a significant cultural event or celebration, for example, *Taegeukgi*, *taekwondo*

Participate in everyday classroom activities such as responding to teacher's instructions, attracting attention and asking for repetition

[Key concepts: instructions, respect; Key processes: interacting, expressing]

(ACLKOC136)



- getting a turn to ask a question, for example, 질문 있어요
- requesting repetition, for example, 다시 해 주세요
- following instructions given in Korean, for example, 해 보세요, 들으세요, 쓰세요, 말하세요, 읽으세요
- answering teacher's questions, 이게/저게/그게 뭐예요? (given as a set phrase), in a short Korean sentence as a set phrase, for example, 그게/그건 책상이예요
- praising or complimenting each other, for example, (아주) 잘했어요

Informing

Elaborations

Identify topics and key points of factual information in short spoken, written, digital and multimodal texts related to familiar contexts, routines and interests

[Key concepts: routines, pastimes; Key processes: selecting, categorising, recording]

(ACLKOC137)



- gathering information about other people's activities, for example by surveying peers about weekend or daily activities, for example, 주말에 뭐 해요? 수영해요; 오늘 뭐 해요? 학교에 가요
- compiling information and reporting it to others, for example, by making a shared class graph showing popular leisure activities
- listening to short spoken texts with some unfamiliar language, identifying points of information, for example, the name and number on a recorded phone message, the age of a child interviewed
- obtaining and using factual information from print, digital or multimodal texts related to other learning areas, for example, completing a simple science experiment, naming countries and significant land features, or recording distances using geography skills

Present information gathered from different types of texts relating to people, objects, places and events
[Key concepts: home, school, information; Key processes: organising, informing, presenting]

(ACLKOC138)



- reporting on information gathered from sources including online resources such as interviews, surveys or brochures, using different media including those in digital formats such as drawings, posters and captioned photos
- using simple descriptive language and supporting resources to introduce family members and friends, identifying relationships (우리 엄마예요; 친구예요) and cultural backgrounds (호주 사람이에요; 한국 사람이에요)
- creating a class profile from information collected from each other, for example, creating a chart or database to identify favourite sports, food, or colours (크리켓, 불고기, 빨간색)
- presenting information on events or topics of possible interest to Korean children of their own age (for example, 생일, 방학), using multimodal resources and realia support and building vocabulary to describe actions and feelings

Creating

Participate in and reflect on imaginative experiences such as digital interactive stories or video clips, identifying characters, main ideas and events, and sharing feelings or ideas by acting out responses or expressing preferences or opinions
[Key concepts: character, plot; Key processes: shared reading, performing, recounting]

(ACLKOC139)



Elaborations

- listening to, viewing and reading text in different formats, including digital texts such as video clips, paintings and stories, for example, Korean traditional tales (해님달님, 흥부와 놀부)
- participating in shared reading and responding to questions about characters, ideas and events, for example, by illustrating and captioning aspects of the texts
- playing mime games using characters from imaginative stories experienced
- sharing imaginative experiences in short statements about aspects such as characters, settings or events (흥부가 착해요)
- using movement or actions to reinforce meaning in texts such as television programs, songs or games

Create and perform simple imaginative and expressive spoken and written texts such as dialogues or collaborative stories, using formulaic expressions and modelled language
[Key concepts: imagination, humour; Key processes: presenting, composing]

(ACLKOC140)



- composing, modifying and completing own versions of skits, chants and songs, with teacher's guidance and scaffolding, and the stimulus of different imaginative texts and experiences
- creating individual texts such as comics, diary entries and short stories, using modelled language to express own ideas and imagined experience
- producing and presenting picture/digital books or short scripted plays or animations that use favourite Korean words and expressions
- creating and performing alternative versions of stories or action songs, using voice, rhythm and gestures to animate characters, or using drawings or story maps to create visual context

Translating

Elaborations

Translate simple Korean words and expressions for peers, teachers and family, noticing how they have similar or different meanings when translated to English or other languages

[Key concepts: specificity, commonality, meaning; Key processes: explaining, comparing]

(CLKOC141)



- noticing different aspects of Korean and English language and culture, such as naming conventions (for example, 박준호 versus 'JohnSmith') and explaining differences such as order and spacing
- noticing Korean in texts such as signage and labels, and producing their equivalents in English
- translating Korean texts such as public signs to understand the gist, noticing how meaning changes when translated into English, as in the case of expressions of politeness
- identifying words that change their meaning according to the context, for example, 집 (home/house: 집에 가요, 우리 집이에요), or 있어요 (have ... /there is (are) ... :저는 지우개가 있어요; 제니 있어요?)

Create simple bilingual resources for their learning and for the school community

[Key concepts: similarity, difference; Key processes: selecting, relating, describing]

(CLKOC142)



- producing a parallel bilingual word list by identifying known Korean words or expressions and relating them to English equivalents, and vice versa, noticing that direct translation sometimes does not work
- preparing descriptions in both Korean and English about familiar topics, using modelled language and choosing vocabulary from word lists, discussing differences in expression between the two languages with the teacher
- creating bilingual texts for the classroom and the school community using digital technologies (for example, posters, songs and online newsletter items), sharing ideas about how to represent meaning in different languages for different audiences

Reflecting

Share own experiences of communicating and using language/s, noticing how these are influenced by their own culture/s

[Key concepts: open-mindedness, politeness; Key processes: experimenting, reflecting, connecting]





(CLKOC143)



Elaborations

- reflecting on different ways of naming, greeting and addressing someone (for example, by first name or title, including (non-)use of honorifics and aspects of body language such as eye contact) and on the issue of appropriateness in both Korean and Australian cultures
- reflecting on each others' ways of communicating and their appropriateness in Korean or non-Korean contexts, for example, using 언니/누나 and 오빠/형 for older siblings in Korean versus using their first names in English as terms of address
- sharing ideas about how some Australian terms and expressions might be understood from a Korean perspective, for example, 'bushwalking', 'kick a footy' or 'lamington'

Understanding

Systems of language	Elaborations
<p>Recognise characteristics of Korean pronunciation and intonation patterns, the alphabetical nature of Hangeul, and the structural features of individual syllable blocks including 받침</p> <p>[Key concepts: sound discrimination, word recognition, syllable, syllable block, 받침, alphabetic system; Key processes: recognising, exploring, experimenting, relating]</p> <p>(ACLKOU145)</p> <p> </p>	<ul style="list-style-type: none"> learning sets of Korean vowels and consonants discriminating between sounds in Korean, for example, 가/카/까; 다/타/따; 바/빠/파; 사/싸; 자/차/짜; 내/네; 너/노 experimenting with <i>Hangeul</i> consonants and vowels to construct/deconstruct syllable blocks, for example, ㄸ + ㅏ ◇ 차; ㄱ + ㅏ + ㅓ ◇ 강; ㅅ + ㅓ ◇ 수; ㄱ + ㅓ + ㅓ ◇ 곰 identifying how pronunciation and intonation are used in spoken, written and multimodal texts, for example, 좋아요; 아주 좋아요; 좋아요?
<p>Understand and use key grammatical forms and structures such as basic pronouns and case markers and the polite verb ending -어/아요 in own simple language production, and recognise politeness embedded in humble or honorific forms such as 저 and -(으)세요</p> <p>[Key concepts: grammar, sentence; Key processes: sequencing, relating, predicting]</p> <p>(ACLKOU146)</p> <p> </p>	<ul style="list-style-type: none"> constructing sentences with an -어/아요 ending on topics of personal interest in simple structures with support such as scaffolding, modelling or cues and in meaningful contexts, for example, 저는 사과를 먹어요 using -(으)세요 for different types of sentences (such as statements, questions, requests or commands) and recognising the honorific meaning embedded in -세- using 저 and 나 to refer to self and understanding different contexts where they are used using a structure, a noun or pronoun + a case marker/particle (-은/는, -이/가, -을/를, -에, -도) as a set phrase, for example, 저는, and understanding differences in meanings understanding that 이게, 저게 and 그게 refer to objects without naming and that they are subjects in sentences, for example, 이게 뭐예요? asking simple questions about a person, object or number using abasic question word such as 누구/누가, 무엇/뭐 or 몇, for example, 지금 뭐 해요? 누구예요?

Recognise and use vocabulary to describe familiar people, objects and places, and basic routines, including Sino- and pure Korean number words with basic counters, words for colours, names of sports

[Key concepts: meaning, function, objects, people, number systems, action, state, quality; Key processes: identifying, naming, describing, qualifying]

(ACLKOU147)



- using number expressions with appropriate counters, for example, 한 개, 두 마리, 세 명, 아홉 살, 삼학년
- using basic common action and descriptive verbs to describe their daily lives or preferences, for example, 가요, 일어나요, 들어요, 해요, 좋아요, 나빠요, 착해요
- using vocabulary related to school (for example, 학교, 책, 지우개, 친구), home (for example, 집, 가족, 엄마, 아빠), sports and leisure activities (for example, 방학, 수영, 캠핑)
- using vocabulary to describe familiar objects or people, for example, 빨간색 가방
- using some adverbs as part of formulaic language, for example, 지금/오늘/주말에 뭐 해요? 아주 잘 했어요

Recognise differences in language features and text structures in different types of texts, including those in digital form, used in familiar contexts

[Key concepts: language features, mode, purpose; Key processes: observing patterns, distinguishing]

(ACLKOU148)



- identifying familiar text types in different modes and using them in activities such as converting dialogues to chants
- recognising language features typically associated with particular texts, for example, the use of imperatives in games
- noticing differences between written and spoken texts (for example, comparing a written story with a spoken version), or comparing how texts within the same mode can differ, for example, a birthday card and an email message

Language variation and change

Elaborations

Build understanding of the variability of language use in Korean, for example, in relation to the age and relationship of participants

[Key concepts: relationships, age; Key processes: identifying, routinising]

(ACLKOU149)



- greeting and taking part appropriately in familiar situations, for example, with peers and with the teacher, identifying differences of contexts and addressees, for example, 안녕?; 안녕하세요?; 안녕히 가세요/계세요; 잘 가/있어
- recognising the appropriateness of gestures to accompany language when addressing teachers, friends or visitors to school

Understand that languages change over time and influence each other through contact and cultural exchanges

[Key concepts: language change, influence; Key processes: observing, identifying, discussing]

(ACLKOU150)



- viewing images of the original version of 훈민정음 and recognising that some letters in the original are not used in modern Korean, for example, •, ㆁ, ㆅ
- reflecting on and discussing which languages Korean might have influenced and might have been influenced by over time, for example, Chinese, Japanese, English, French and Italian

AA

Reflect on and share their experience when using Korean and when using own language/s, recognising cultural elements that may cause different feelings

[Key concepts: culture, identity, attitudes; Key processes: identifying, comparing, reflecting]

(ACLKOU151)



- reflecting on contexts where cultural elements are embedded in language use in Korean (for example, bowing when saying 안녕하세요?) and comparing this with equivalent contexts and ways of using language in English
- recognising that 우리 means 'my' when used with certain words, for example, 우리 가족, 우리 나라, and sharing their ideas/experience about such use

Role of language and culture

Compare and reflect on different ways of using language in everyday situations in Korean, Australian and other cultures, sharing ideas about possible reasons for the differences and variations

[Key concepts: difference, expression, importance; Key processes: identifying, distinguishing, connecting]

(ACLKOU152)



Elaborations

- recognising the importance of politeness explicitly expressed in Korean and comparing this with English, for example, 만나서 반가워요 versus 'Nice to meet you'
- understanding that language carries information about the people who use it and that common expressions often reflect cultural values important to that language community
- reflecting on individual words which may be interpreted differently by people who do not know Korean culture, for example, 우리 집, 우리 선생님
- identifying non-verbal expressions that are typical or expected in communication in different cultures, for example, eye contact, bowing, nodding, pointing

Years 3 and 4 Achievement Standard

By the end of Year 4, students use Korean to interact in classroom routines, action-related talk and play with teachers and peers. They exchange personal information relating to aspects such as age or interests, using simple questions and short statements as set phrases (for example, 몇 살이에요? 아홉 살이에요; ...이/가 좋아요? 네, 좋아요). They use formulaic language to express rapport with others (for example, 아, 그래요? 나도 좋아요). Students respond to instructions for familiar classroom routines and activities taking required actions (for example, 해 보세요, 들으세요, 읽으세요) and to simple questions (for example, 이게 뭐예요? 누구예요? 몇이에요? 오늘 뭐 해요?) with set phrases ending in -이에요/예요 or -어/아요 (for example, 책상이예요; 벤이예요; 구예요; 학교에 가요). They ask for repetition (for example, 다시 해 주세요) and for a turn to ask a question (for example, 질문 있어요) and negotiate requests using simple language (for example, ... 있어요?; 네, 있어요/아니요, 없어요; 빌려 주세요; 여기 있어요). Students identify key words or topics from simple oral, visual and written texts, using cues such as context, graphics, familiar vocabulary and language features to support understanding. They present simple information in texts in different formats and create and perform their own texts with the support of modelled language and other resources. Students approximate the sounds, rhythms and intonations of spoken Korean and write familiar words in *Hangeul* with some accuracy. They create simple sentences in their speech and writing, using basic case markers (such as -은/는, -이/가, -을/를, -에) and a particle -도 as an inseparable part of a formulaic structure: a noun/pronoun + a case marker/particle (for example, 저는 ..., 집에 ..., 나도 ...). They use common action verbs and descriptive verbs (such as 가다, 일어나다, 듣다, 좋다) as part of formulaic expressions ending in -어/아요 or its honorific form -(으)세요, varying intonation contours for statements, questions (with or without a question word), requests or commands. They ask simple questions about people, objects or numbers, using question words such as 누구/누가, 무엇/뭐 and 몇. They use contractions of demonstrative pronouns and -이 (for example, 이게, 저게 and 그제), as formulaic chunks, and vocabulary related to school (such as 학교, 책, 지우개), home (such as 집, 엄마, 아빠) and sports and leisure activities (such as 방학, 수영, 크리켓). They use vocabulary for major colours (such as 빨간색, 파란색, ...) and number expressions, choosing between native Korean and Sino-Korean number systems up to 10 as appropriate, using counters to describe ages (for example, 아홉 살), school years (for example, 사 학년) and numbers of objects (for example, 한 개), animals (for example, 두 마리) or people (for example, 세 명). Students match known Korean words or expressions with their English equivalents and create simple bilingual texts of familiar objects with support. They understand that meaning may change through translation across languages and exemplify words that could be translated differently according to context (such as 집: house/home; ... 있어요: I have .../there is (are) ...). They identify different social networks they belong to such as clubs or language-speaking communities and compare their past and current intercultural capability with reference to the experience of learning Korean.

Students discriminate between meaningful sounds in Korean which are not distinguished in English or other languages such as /ㄱ/ versus /ㅋ/ versus /ㄲ/ or /ㅈ/ versus /ㅊ/ and associate the pronunciation of simple words with their script. Students differentiate statements from questions according to intonation. They identify simple consonant and vowel letters in *Hangeul* and combine them to construct a syllable block. They create short texts using syllable blocks combined together to form a word. They apply their understanding of Korean and English having different grammatical systems by using appropriate word order (subject-object-verb) and case-marked formulaic chunks (for example, 저는, 사과를) in simple Korean sentences. They identify differences between Korean and English in some aspects of language use such as naming conventions or ways of addressing people. They apply their understanding of the importance of politeness in using Korean and select the appropriate form of language to acknowledge age and social relationships when greeting (for example, 안녕? versus 안녕하세요?; 안녕히 가세요/안녕히 계세요 versus 잘 가/잘 있어). They identify aspects of language use in both Korean and English that people from other cultures might or might not regard as appropriate, such as ways of greeting or (not) making eye contact during interactions.

Years 5 and 6

The nature of the learners

At this level, students are widening their social networks, experiences and communication repertoires in both their first language and Korean. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining greater awareness of the world around them. They are noticing additional similarities and differences between Korean language and culture and their own.

Korean language learning and use

Learners increasingly use Korean for a range of everyday interactions and in classroom activities to communicate with their teacher and peers. They share ideas and opinions on a range of topics related to personal interests and wellbeing and those drawn from other learning areas through collaborative and shared tasks. They make simple arrangements and transactions, organise and present information and create performances based on real or imaginative experiences with support of scaffolding and modelled language. They express, reason or elaborate on opinions using language in complex structures as set phrases. As they build their competence in Korean, learners comprehend and produce short texts such as songs, video clips, role-plays, skits and stories, using simple structures and familiar vocabulary. With increasing literacy in *Hangeul*, learners make connections between spoken and written forms of Korean and begin to read and write short texts in *Hangeul*. Students apply spacing and spelling rules to their reading and writing with increasing grammatical and phonological awareness. They develop metalinguistic knowledge of basic forms and structures and of honorification in Korean, and use it with their knowledge of grammar and vocabulary to predict meaning of unfamiliar language.

Contexts of interaction

Learners interact in Korean with each other and the teacher, and may communicate with peers in Korea using technology. Tasks at this level are typically collaborative, structured and sometimes competitive, such as games, class displays and performances. Korean traditional games such as *yunnori* that involve interactive and spontaneous language use, collaborative problem-solving procedures, collective decision-making and physical movements are integrated into tasks. Learners may notice use of Korean in the media and wider community and have access to Korean speakers and cultural resources through the use of ICT.

Texts and resources

Learners engage with a range of published texts in print and digital forms such as readers, stories, songs and computer-based language learning materials, as well as those prepared by the teacher of Korean, including language exercises, games and presentations. Learners may have extra access to Korean language and culture resources through texts created for the Korean community such as websites, television programs and music or video clips.

Features of Korean language use

Learners expand their knowledge of Korean vocabulary, grammar and honorific elements. They are aware of some patterns of sound changes at syllable boundaries such as 연음법칙, 비음화 and 구개음화 in familiar words and expressions. They express past tense and use some verb phrases in complex structures as set phrases. They are increasingly familiar with verb-final sentence structures, and basic case markers and particles, noticing the importance of grammatical elements such as particles or suffixes rather than word order in making sense of Korean sentences. They use a range of vocabulary including basic common descriptive and action verbs, number words with counters, basic adverbs and simple negations. They develop a metalanguage for describing aspects of the Korean language and how it works. Learners are increasingly aware of the relationship between language and culture, and of the dynamic nature of language. They explore the relationship between language and identity and how attitudes are shaped by cultural perspectives and revealed through language, and consider their own cultural and communicative behaviours.


Level of support

While learners are gradually gaining independence in learning, they still need ongoing support, including explicit instruction, structured modelling and scaffolding with stimulus materials. Task activities incorporate implicit form-focused language learning approaches and examples of texts. Learners start using dictionaries with teacher support and have access to word charts, vocabulary lists and electronic and print reference resources.

The role of English

Korean is the primary language for classroom routines and language learning tasks with English in a supporting role. While it is encouraged to use as much Korean for discussion, reflection and explanation and for the content drawn from other learning areas as possible, the use of English for these aspects of learning activities ensures the continued development of learners' knowledge base and intercultural capability. The language of response varies according to task demands, with Korean used primarily for communicating in structured and supported tasks and for familiar interactions, and English for open-ended, comparative tasks and discussions that develop understanding of language and culture.

Years 5 and 6 Content Descriptions

Communicating	
Socialising	Elaborations
<p>Describe people, places, objects and everyday routines relating to school and home environments; express feelings and share interests and preferences</p> <p>[Key concepts: routine, interests, leisure; Key processes: describing, corresponding, interacting]</p> <p>(ACLKOC153)</p> 	<ul style="list-style-type: none"> exchanging experiences of everyday life and leisure activities using -해요/했어요 as a chunk, for example, 오늘 한국어를 공부해요 / 어제 영어를 공부했어요 sharing experiences and feelings such as weekend activities and likes/dislikes using 나/저도 ...-어/아요 and 나/저도 ...-었/았어요 as set phrases, for example, 나/저도 좋아요/좋았어요, 나/저도 한국어를 공부해요/공부했어요 interacting via different modes of communication including class blogs or wikis to exchange personal information and to express opinions, for example, ... 어때요/어땠어요? recounting experiences with family and friends in speaking and writing, for example, in conversations, diaries or blogs (토요일에 저는 친구하고 쇼핑했어요. 제니하고 웨스트필드에 갔어요 ...)

Collaborate in group tasks and shared experiences that involve making collective arrangements, such as making decisions or suggestions in group games, or creating and performing a role-play that involves simple transactional exchanges

[Key concepts: task, organisation; Key processes: planning, organising, decision-making]

(ACLKOC154)



- making collaborative decisions and arrangements using Korean in traditional Korean games either in online or offline mode, for example, playing 윷놀이(yunnori) counting (하나, 둘, ...), ordering (첫 번째, 두 번째, ...), numbering (일, 이, 삼, ...) and using other expressions in Korean to decide on the movement of markers
- creating and performing role-plays such as simulating simple transactions that involve asking for or giving prices or asking for goods or services, for example, 얼마예요?; 오천 원이에요; 아이스크림 한 개 주세요
- allocating and swapping roles in group games or simulated transactional exchanges

Interact in classroom activities such as creating and following shared class rules and procedures, expressing opinions and asking for permission or clarification

[Key concepts: interaction, politeness; Key processes: requesting, clarifying]

(ACLKOC155)



- expressing opinions using set phrases such as 저는 ...이/가 맞는/틀린 것 같아요, for example, 저는 미나가 맞는 것 같아요
- asking for permission using ...에 가도 돼요? as a set phrase, for example, 화장실에 가도 돼요?
- asking for clarification, for example, ... 이/가 한국어로 뭐예요?
- giving advice and reminders to peers, for example, 빨리/천천히 해요; 숙제했어요?

Informing

Listen to, view and read texts for specific information drawn from a range of sources relating to social and cultural worlds in different times, places and communities, and to different learning areas

[Key concepts: lifestyle, event, environment; Key processes: collating, comparing, tabulating]

(ACLKOC156)



Elaborations

- identifying information in texts such as advertisements, conversations, brochures and announcements, and sharing this information with others in another format, for example, presenting a chart of favourite television programs or computer games
- reading texts and extracting key points about an issue or topic (such as weather, types of activities for young people, daily routines), and sharing information with peers, for example, 날씨가 어때요? 비가 와요; 언제 만나요? 내일 두 시에 만나요
- reading, viewing and listening to texts to collect information about concepts related to other learning areas such as the arts, humanities and science
- identifying and comparing perspectives represented in spoken and written informative texts, for example, 누가 썼어요/말했어요? ...이/가 맞는 것 같아요? 왜 맞아요?

Convey ideas and information indifferent modes to suit particular audiences and contexts on subjects of interest to young people

[Key concepts: content, audience, purpose; Key processes: describing, reporting, using digital tools]

(ACLKOC157)



- creating a website for a contact group of Korean students, posting information on own interests and experiences, for example, 방학, 친구, 운동, 미디어, and using resources such as sound, visuals or graphics to highlight elements which may be unfamiliar to Korean students
- constructing a visual, digital or narrative profile of the local community for people arriving from overseas, collecting information from public and community texts such as fliers, newsletters, advertisements and brochures
- creating a video clip to present information or ideas to a particular audience, for example, a virtual tour of the school or classroom for exchange student groups
- creating an interactive display or performance to inform younger children of the benefits of learning Korean

Creating

Share responses to a range of imaginative texts in different forms including digital texts by expressing opinions and feelings about key ideas, characters and actions, making connections with own experience or feelings

[Key concepts: fact, fiction; Key process: expressing, describing, explaining]

(ACLKOC158)



Elaborations

- listening to and viewing texts in various modes including those in digital mode (for example, performances, game shows and artwork), sharing opinions or feelings about them using expressions such as ... 어때요?; 좋아요/좋았어요; 재미있어요/재미있었어요
- producing storyboards to represent key events in different types of imaginative texts, including captions or word bubbles to capture moods or feelings, for example, 무서워요; 행복해요; 이상해요
- asking about and providing reasons for feelings and opinions using 왜요? and 왜냐하면 ... as set phrases
- responding to questions about characters, events or effects in different types of imaginative texts such as puppet shows, stories and films, using modelled language to express reactions, for example, 웅감해요, 예뻐요, 슬퍼요, 아파요
- comparing favourite characters in stories, plays or cartoons, listing words or expressions associated with their personality (...은/는 착해요, 예뻐요, 멋있어요, 무서워요, 이상해요, ...) and explaining how they can relate to them (저는 ...이/가 좋아요, 싫어요, ...)

Compose and perform a variety of creative texts based on a stimulus concept or theme, sharing them face-to-face and online to present to different audiences

[Key concepts: imagination, expression; Key processes: performing, creating]

(ACLKOC159)



- composing texts for own and others' enjoyment and interest, for example, a description of an imaginary character, animal or event
- creating texts to share with others face-to-face or online, for example, a commercial for a new product, a short film, video clip or rap, or a poster for an imagined event
- creating and performing alternative versions of known songs or raps by creating lyrics with support of language model or scaffolding
- creating a poem, rap or song, experimenting with rhyme and rhythm, for example, writing a shape poem, an acrostic poem or 삼행시

Translating

Elaborations

Translate simple texts identifying words and expressions that may not readily correspond across languages, and expanding descriptions or giving examples where necessary to clarify meaning

[Key concepts: correspondence, interpretation; Key processes: selecting, interpreting, translating]

(ACLKOC160)



- creating Korean versions of Australian school signs and notices, considering why some words or expressions require freer translation than others, for example, the sports oval, the tuckshop, the office
- identifying words in Korean and English that cannot be readily translated, clarifying meanings for such words by providing examples, explanations or extra information, for example, 벼 ('rice as a crop'), 쌀 ('rice as raw grains'), 밥 ('cooked rice/meals')
- interpreting Korean expressions in familiar texts such as greeting cards or story titles that do not translate easily into English, for example, 생신 축하합니다, considering how these expressions reflect aspects of Korean language or culture

Create bilingual texts and resources such as signs, notices, captions, displays, websites or word banks for own learning, and share them in the school community and with learners of Korean in the virtual community

[Key concepts: bilingualism; Key processes: translating, comparing, modifying]

(ACLKOC161)



- creating bilingual texts for digital or multimodal resources for the community, for example, a virtual tour for school with signs, notices, labels and short comments in Korean and English, for example, 조용히 하세요 ('Be quiet'), 도서관 ('Library')
- creating parallel lists of informal Korean and English expressions for everyday interactions with friends and family in print and digital modes
- composing bilingual texts such as posters for class or school assembly performances, events or displays, for example, 10 월 3일 개천절
- constructing and co-maintaining a bilingual website with a sister- school or contact group of young learners of English in a Korean- speaking community

Reflecting

Examine their perceptions of and reactions to Korean culture embedded in the language, and reflect on the relationship between language and culture

[Key concepts: etiquette, reaction, assumption; Key processes: comparing, describing, reflecting]

(ACLKOC162)



Elaborations

- finding examples of the significance of gestures across cultures, for example, (not) making eye contact when talking to older people, and reflecting on these
- comparing interactions between Korean speakers and interactions in similar Australian contexts by observing them in their immediate environments or from resources such as video clips or films (for example, students and teachers, or people interacting on the street or in shops, identifying who bows at the beginning and end of the interaction, who uses –요 at the end of sentences or how they shake hands)
- recognising and exploring cultural aspects embedded in or accompanying language use, for example, the use of honorifics and different terms of address
- noticing the impact of their own assumptions about Korean people and culture when engaging with texts, and considering what assumptions Koreans might hold about Australian people and culture



Explore connections between aspects of identity such as nationality, ethnicity and language use, considering how these are related to culture and own identity, and to learning Korean language and culture

[Key concepts: sense of belonging, identity; Key processes: comparing, relating, reflecting]

(ACLKOC163)



- experiencing aspects of traditional Korean culture, for example, trying on traditional costumes (한복) or carrying out traditional performances (for example, 사물놀이), and commenting on the experience, for example, 한복이 멋있어요; 한복을 입어 보세요; 사물놀이가 재미있어요, comparing their experiences of Korean culture with their own culture/s, making connections between them
- reflecting on their individual cultural experiences and relating these to the enrichment of their sense of identity
- considering whether learning and using Korean impacts on their sense of identity either in or out of the classroom

Understanding

Systems of language

Understand the relationships between letters and sounds, and between intonation and punctuation/printing conventions in Korean, applying this understanding to own speech, reading and writing

[Key concepts: pronunciation, spelling, punctuation, correspondence; Key processes: recognising, analysing, relating, predicting]

(ACLKOU164)



Elaborations

- pronouncing words following basic pronunciation rules, for example, pronouncing 한국어, 같이 and 감사합니다 as 항구거, 가치 and 감사함니다
- using basic punctuation in writing, including a question mark (?) for questions and a full stop (.) for other types of sentences
- recognising spacing and spelling rules in reading and writing, for example, 소라가 방에 있어요 versus 소라 가 방에 있어요
- comparing spacing and spelling rules in Korean with such rules in English and other known languages

Understand and use aspects of the Korean grammatical system such as verb conjugations, suffixes, some particles, basic conjunctions and the honorific system, building a metalanguage to talk about basic grammatical features in Korean

[Key concepts: grammatical rules, grammatical terminology, forms, functions, speech levels; Key processes: classifying, applying, explaining, distinguishing]

(ACLKOU165)



- expressing simple events occurring in the past using –었/았–, for example, 캔버라에 살았어요
- making simple negation using 안 and 못, for example, 비가 안 와요, 김치를 못먹었어요
- expressing events occurring in sequence by using:
 - conjunctive adverbs such as 그리고 at the beginning of the second of two sentences, for example, 밥을 먹어요. 그리고 운동해요
 - a conjunctive suffix (clausal connective) in a coordinative structure –고, for example, 밥을 먹고 운동해요
- using particles –하고 (as a meaning of ‘together with’) and –에서, for example, 친구하고 쇼핑했어요, 학교에서 공부해요
- using a structure, a noun + –(으)로, as a set phrase and understanding the meaning of the particle –(으)로, for example, 펜으로 쓰세요. 한국어로 뭐예요?
- using the complex structures –(으)ㄴ/는 것 같다 and –도 되다 in the informal polite style ending –어/아요 to express opinions and give/request permission, for example, 맞는 것 같아요; 가도 돼요?
- using question words to ask about reasons and prices in set phrases 왜요? and 얼마예요? and asking about states, feelings or opinions using 어때요, for example, 영화가 어땠어요?
- recognising the formal polite ending –ㅂ/습니다 and the intimate ending –어/아, 해, and understanding the different contexts where different levels of politeness and formality are indicated by verb endings, for example, 미안합니다/미안해요/미안해
- recognising how word orders are different and syntactic functions are realised differently in simple sentences in Korean and English, for example, ‘저는 (subject) 사과를 (object) 먹어요 (verb)’ versus ‘I (subject) eat (verb) an apple (object)’

Identify and use appropriate terms and expressions, such as honorific and qualifying words and counters for specific purposes and contexts

[Key concepts: honorification, time, descriptive/action verbs, context; Key processes: predicting, applying, relating]

(ACLKOU166)



- using vocabulary to describe basic activities in school and home environments including leisure activities using common verbs such as 공부해요, 쇼핑해요, 운동해요, 먹어요, 살아요, ..., and nouns such as names of basic facilities (방, 교실, 화장실, ...) and of the days of the week (월요일, 화요일, ...)
- describing emotions, feelings or viewpoints using basic descriptive verbs, for example, 재미있어요, 무서워요, 행복해요, 이상해요, 용감해요, 예뻐요, 슬퍼요, 맞아요, 틀려요, 싫어요, 아파요, 멋있어요
- describing the weather using 날씨가 좋아요/나빠요 or 비가 와요 as set phrases
- using basic words specifically related to everyday life of Koreans, for example, 밥, 김치
- using basic adverbs to describe ways in which a certain action takes place, for example, 빨리, 천천히, 조용히 (빨리 하세요, 천천히 가세요, 조용히 하세요) and to indicate time using 어제, 오늘 and 내일
- using basic honorific/humble words appropriately for peers or adults, for example, 생신, 계세요, 저
- using counters with numbers in two systems (장, 잔, 권, 그루, 송이, 원, 시, 분, 번째, ...) and Arabic numerals with appropriate pronunciations, for example, 책 세 권, 10살, 6학년, 7시

Identify and use distinctive features of different types of spoken and written texts in Korean such as salutations in different contexts

[Key concepts: genre, structure, audience; Key processes: comparing, connecting, applying]

(ACLKOU167)



- identifying the functions of parts of simple discourse such as letters/cards of invitation, for example, ... 에게/께 ('to' in salutation) and ... (으)로부터/올림 ('from' in closing), and comparing them with English
- identifying the purpose, context and intended audience of a range of familiar texts, for example, phone messages, sports reports, take-away food orders
- recognising differences between spoken and written texts, noting that some types of text such as emails or text messages combine elements of each

Language variation and change

Elaborations

Recognise that variables such as age and personal and social relationships impact on language use in Korean, considering similar variations in language use in English and other languages represented in the classroom

[Key concepts: social distance/affinity, cross-cultural differences; Key processes: identifying, analysing, reflecting]

(ACLKOU168)



- recognising social relationships between participants in interactions through their language use, for example, 미안합니다/미안해요/미안해
- reflecting on how such differences are expressed in own and other cultures and languages
- analysing how the language of texts such as invitations and greeting cards can vary depending on the occasion and the degree of closeness of the relationship between people

Recognise the dynamic nature of languages and cultures, and the changing and influential relationships that exist between languages

[Key concepts: language contact, change; Key processes: collecting data, identifying, connecting, reflecting]

(ACLKOU169)



- listening to and viewing stories on the creation of *Hangeul* and reflecting on the background/rationale for its creation, for example, stories about 세종대왕, 훈민인간, • (천), — (지), | (인)
- sharing knowledge of some historical aspects of own languages, including Australian English and Aboriginal languages, for example, koala/gula, kangaroo/gangurru



- identifying Korean words used in Australia and sharing own experience of using/encountering them, for example, 비빔밥 (*bibimbap*), 아리랑 (*arirang*)
- matching Korean loan words from English and other languages, and exploring their origins, for example, 피아노 (piano), 피자 (pizza), 케밥 (kebab)



Investigate how language can be used to influence people, ideas and the understanding of cultures

[Key concepts: perceptions, influence; Key processes: comparing, explaining, predicting, reflecting]

(ACLKOU170)



- exploring various ways language is used to influence perceptions of people, through verbal interactions, for example, using polite language or slang, or other means of communicating, for example, fashion or graphic design
- experimenting with spoken and written Korean to enhance and explore others' perceptions of Korea and Korean, for example, by designing art work using Korean letters/expressions and by predicting and reflecting on responses



Role of language and culture

Elaborations

Explore how beliefs and value systems are reflected in everyday language use

[Key concepts: diversity, beliefs, attitudes; Key processes: examining connections, comparing, describing, reflecting]

(ACLKOU171)



- understanding the significance of social conventions and cultural concepts, for example, 잘 먹겠습니다, 잘 먹었습니다
- reflecting on diverse interpretations of everyday language use in Korean, for example, possible interpretations of such phrases as 어디 가요? and 밥 먹었어요? as either greetings or genuine questions depending on the context
- reflecting on and comparing culturally embedded meanings of equivalent proverbs in Korean and English, providing possible reasons for the differences in expression of the same meaning, for example, 식은 죽 먹기 versus 'piece of cake'

Years 5 and 6 Achievement Standard

By the end of Year 6, students engage in classroom interactions to carry out collaborative tasks, to exchange information and to express feelings and ideas related to specific contexts, personal interests and daily routines at home and school. They ask and answer questions with appropriate intonation and gestures, changing sounds on syllable boundaries in a word as appropriate (for example, pronouncing words such as 한국어, 같이 and 감사합니다 as 항구거, 가치 and 감사함니다). They use simple structures for a range of functions, including making simple arrangements and conducting simple transactions (for example, 아이스크림 한 개 주세요. 얼마예요? 오천 원이에요), and some complex structures such as -도 되다 and -(으)ㄴ/는 것 같다 as set phrases to ask for permission (for example, 화장실에 가도 돼요?) and to offer their own opinions (for example, 저는 ...이/가 맞는/틀린 것 같아요). They use particles such as -(으)로, -하고 and -에서 as part of a set phrase (a noun/pronoun + particle) to indicate instrument (*with/in* ..., for example, 연필로 쓰세요, 한국어로 뭐예요?), accompaniment (*together with* ..., for example, 친구하고 쇼핑했어요) and location (*at/in* ..., for example, 학교에서 공부해요). They describe two events occurring in sequence, such as daily routines, using two sentences with a 그리고 at the beginning of the second sentence or the -고 coordination (for example, 밥을 먹어요. 그리고 운동해요; 밥을 먹고 운동해요), and past experiences using a suffix -었/았- (for example, 캔버라에 살았어요). They negate statements (for example, 안 가요, 못 먹었어요) and construct questions about reasons, prices and opinions/feelings, using set phrases such as 왜요? 얼마예요? and 어때요?/어땠어요? (for example, 영화가 어땠어요?). They use descriptive language (such as 예뻐요, 맛있어요) and manner and time adverbs (such as 빨리, 천천히, 어제, 오늘, 내일). Students describe amounts of familiar items, including currency and time, using number words from either the pure Korean or the Sino-Korean number system in their appropriate forms, with a range of counters (such as 장, 잔, 권, 그루, 송이, 원, and 시) and in appropriate word order (for example, 책 세 권). They pronounce Arabic numerals appropriately according to the accompanying counters (for example, 10살, 6학년). Students locate specific information in a range of familiar spoken, written and digital texts, identifying familiar vocabulary and grammatical features to support understanding. They use simple and formulaic language with the support of structured models and scaffolding to create short texts with familiar structures and features, in various modes and formats. Students translate texts between Korean and English in familiar formats, and create their own simple bilingual texts, using known words and expressions. They provide extra information or explanations for words or expressions that have no equivalents in the other language or cannot be readily translated, such as 벼 versus 'rice as a crop', 쌀 versus 'rice as raw grains' and 밥 versus 'cooked rice or meals'. They identify aspects of Korean language in which Korean culture is embedded, such as politeness embedded in -(으)세요.

Students differentiate between spoken and written forms of Korean by applying their understanding of rules that govern pronunciation and writing using *Hangeul* syllable blocks, and by associating spoken forms of known words with their written forms. They change verb forms using suffixes such as –었/았– and –고 by applying their understanding of grammatical elements that affect different grammatical meanings and functions. They identify the topic/subject and the object in simple sentences and explain how word order in Korean is different to English using basic metalinguistic terms such as word order, subject, object and verb. Students identify distinctive features of familiar spoken and written texts in different genres, such as language used at the beginning or closing (for example, ...에게/께; ... (으)로부터/올림), and relate them to distinctive purposes, intended audiences and social contexts of texts. Students apply their understanding of the importance of context, age and social relationships in language use during interaction, and identify age as particularly important in determining the level of politeness and formality in using Korean (for example, 미안합니다 versus 미안해요 versus 미안해). Students provide examples of how spoken and written forms of language change over time, and explain how *Hangeul* was initially created and continues to change. They explain how languages borrow words with culture-specific meanings from each other and provide such examples from Korean words borrowed from English and other languages (for example, 피아노, 케밥) and Korean words used in Australia (for example, 비빔밥 (*bibimbap*), 아리랑 (*arirang*)). Students provide relevant comments on how language is used to influence people's perceptions (such as in advertisements or campaigns), and identify their own ways of thinking about Korean associations such as brand names or names of cultural items. They compare gestures or body languages involved in communication using Korean and other languages and identify similarities and differences across cultures. They provide examples where direct translation is not possible, such as terms or expressions that reflect cultural practices (for example, 잘 먹겠습니다/잘 먹었습니다, 식은 죽 먹기), and determine whether their equivalents exist in their own language/s.

Years 7 and 8

The nature of the learners

These years represent a transition to secondary school and students in this pathway are continuing to study Korean, bringing with them a capability to communicate with some assistance about their immediate world and Korea. They have experience in analysing the major features of the language system and in considering intercultural exchanges and their role in these.

Korean language learning and use

Learners use Korean for classroom interactions and transactions in a variety of tasks in different modes that involve spoken and written Korean. They have extra opportunities to use Korean by a purposeful integration of the use of virtual communication. They present, explain, and compare information, opinions or ideas, on their current interests or topics drawn from other learning areas, practising language forms and developing cultural understanding, working both independently and collaboratively. They use primarily modelled and rehearsed language for planning, problem-solving, decision-making and reflecting, with increasing personal and original use of vocabulary, and experiment with known grammatical forms and structures to use them with increasing independence in familiar and unfamiliar contexts. They explore and reflect on their own and others' intercultural perspectives and practices.

Contexts of interaction

The primary context for interaction remains the Korean language class; however, there may be opportunities for interacting with peers in Korea and with other learners of Korean, for example, through technology or sister-school relationships. Learners may have extra access to Korean speakers through media and community events and resources.

Texts and resources

Learners work with a broad range of texts and resources specifically designed for learning Korean in school contexts, such as textbooks, readers, videos and online materials including those developed for computer-supported collaborative learning. They may also access authentic materials created in Korean for general audience within Korea as well as in international contexts, with subtitles as necessary, such as songs, stories, films, websites, advertisements and magazines.

Features of Korean language use

Learners expand their range of vocabulary to domains beyond their personal interests. They use a range of grammatical forms and structures to convey more complex relationships between ideas and events, developing awareness of how language structures and features build up textural features. They use descriptive and expressive language including onomatopoeic and mimetic words to create expressive effects and interests. They pronounce sounds at syllable boundaries with increasing accuracy, applying relevant Korean pronunciation rules. They are increasingly aware of connections between language and culture, noticing, for example, politeness expressed in cultural practices as well as embedded in Korean grammar and vocabulary systems, and the choices of polite language determined by age and social relationships. They reflect on how language changes with social cultural changes and on their own language and culture. They have increasing awareness of their identity as users of two or more languages and reflect on the impact of intercultural experiences on identity-shaping.

Level of support

Learners need continued scaffolding, modelling and material support particularly at the paragraph and entire text level for written language and for developing fluency and accuracy in spoken language. Explicit instruction of grammatical features and modelling will be effective for their development of metalanguage use and expansion of metalinguistic knowledge of Korean. Learners are encouraged to be autonomous and to self-monitor in task-based activities integrated with implicit form-focused learning approach. Learners continue to use dictionaries with teacher support with increasing independence and to access word lists, charts and examples to enrich their receptive and productive language use.

The role of English

Korean is increasingly used at this level for classroom interactions and routines, for task participation and structured discussions, and encouraged to be used for learning new content drawn from other learning areas as long as its conceptual demand and complexity is within students' linguistic scope in Korean. English continues to be used for more complex elements of instruction and explanations, and for more substantive discussion, analysis and reflection in relation to abstract concepts. Learners continue to develop a metalanguage for thinking and talking about language, culture and identity and the experience of learning Korean.

Years 7 and 8 Content Descriptions

Communicating

Socialising

Initiate and sustain interactions with peers and adults by seeking and offering ideas, expressing thoughts and feelings and making connections across different areas of interest
[Key concepts: respect, significance, experience; Key processes: exchanging, connecting, explaining, using communication strategies]

(ACLKOC172)



Elaborations

- initiating conversations by using expressions such as 지금 뭐 해요? 어디 가요? and 어제 ... 봤어요? as appropriate according to context and participants, and developing conversations on topics of mutual interest
- exchanging information and opinions about various topics such as family, friends, teachers, subjects, entertainment, sport and leisure, travelling, for example, 왜 한국어를 배워요? 한국어는 과학적이예요. 그리고 배우기가 쉬워요
- expressing hopes and feelings, describing personal plans (for example, plans for school holidays), giving reasons or background information, for example, 소라가 좋아서 한국어를 배웠어요; 방학 때 뭐 할 거예요? 한국에 갈 거예요; 시험이 끝나서 기분이 좋아요
- using communication strategies such as asking for clarification or repetition, or giving feedback to indicate concession/acceptance/satisfaction, for example, 무슨 뜻이에요?; 다시 말해 주세요; 괜찮아요
- communicating with peers via online correspondence or social networking to seek or share information or ideas on social, cultural or environmental issues, for example, 한국에서 보통 쓰레기를 어떻게 버려요? 한강에서 언제나 물놀이를 할 수 있어요? 방학 때 뭐해요? 가끔 서핑을 해요
- recounting significant events, special occasions and milestones, for example, 지난 주말에 학교 캠프에 갔어요, 거기에서...

Taking action in collaborative tasks, activities and experiences which involve negotiation, making arrangements, problem-solving and shared transactions

[Key concepts: collaboration, priority, alternatives; Key processes: planning, discussing, negotiating]

(ACLKOC173)



- expressing preferences for plans, comparing and contrasting alternatives (for example, 사물놀이를 할 거예요. 그런데 팽과리가 없어요. 어떻게 해요? ...; 저는 금요일에 쇼핑 가는 것이 더 좋아요, 금요일에 못 가면 ...)
- making plans and decisions with others, for example, arranging a birthday party or class excursion (소라의 생일 파티에서 무엇을 할까요? 춤도 추고 노래도 불러요. 한국 노래를 할 줄 알아요? 네, 할 줄 알아요. 그러면 한 번 해 보세요), agreeing or disagreeing with others' opinions or suggestions, for example, 좋은 생각이예요, 글썄요, 별로 ..., 그 생각에 동의해요/동의하지 않아요
- responding to invitations by accepting, declining, and giving excuses, for example, 네, 참석하겠어요; 미안하지만 바빠서 못 가겠어요
- participating in transactions and negotiations such as purchasing food, clothing, souvenirs or transport (for example, 이 모자가 얼마예요? 조금 작아요. 더 큰 모자를 보여주세요.) and maintaining the interaction (for example, 기념품이 너무 비싸요. 너무 비싸면 조금 싼 것을 사세요)
- planning and participating in learning experiences that combine linguistic and cultural elements (for example, an excursion to a Korean restaurant, exhibition, festival or performance), rehearsing language forms, structures, vocabulary and behaviours, for example, 한국 식당에 갈까요?; 이 식당에서 뭐가 제일 맛있어요?; 순두부 찌개와 불고기가 맛있어요; 뭐 드릴까요? 순두부 찌개 하나 주세요; 맛있었어요? 네, 아주 맛있었어요. 그걸지만 조금 매웠어요
- asking for, giving and following directions to real or virtual locations (for example, 병원에 어떻게 가요?; 쪽/곧장/왼쪽/오른쪽으로 가세요; 버스를 타고 세 정거장을 가세요; 서울역에서 갈아타세요) using electronic information devices, apps, street maps or directories
- seeking and offering opinions in collaborative decision-making in class activities such as playing (electronic) games, for example, playing 윷놀이 (어떻게 할까요? 말을 세 칸 움직여요/옮겨요)

Participate in classroom interactions and exchanges such as giving and following instructions, clarifying meanings,

explaining and describing actions and reflecting on responses

[Key concepts: responsibility, mindful learning, exchange; Key processes: eliciting, monitoring, reflecting]

(ACLKOC174)



- inviting people to give opinions or suggestions 어떻게 생각해요? 무엇을 먼저 이야기 할까요?
- expressing opinions using reflective language as set phrases, for example, 제 생각에는 ..., 아마..., 글썄요, ...-인 것 같아요
- indicating/checking understanding or non-understanding (알겠어요/모르겠어요(?)) and clarifying instructions or specific meanings (다시 설명해 주세요, 무슨 뜻이에요?)
- giving and following instructions, and asking and responding to questions relating to aspects of learning activities, for example, 아직 쓰지 마세요, 숙제를 언제까지 해요/내요? 어디에서 정보를 찾아요?

Informing

Elaborations

Identify, classify and compare information and ideas obtained from spoken, written, print or digital texts

[Key concepts: information, data; Key processes: classifying, summarising, evaluating]

(ACLKOC175)



- identifying context, purpose and audience of texts such as advertisements, signs, announcements and recipes
- gathering facts independently and collaboratively about events or people and report information to others, by accessing simple texts from sources such as magazines, interviews, announcements and websites, for example, drawing a timeline to show a sequence of events or to profile a famous Korean, or person from their country of origin
- listening to, viewing and reading texts that reflect different aspects of Korean culture, art, history or geography, noting key words, specialised terms or points of information to be re-used when sharing the information in print and digital forms such as class magazines or web postings



- analysing and summarising information from texts such as television programs, reports, interviews, video clips, documentaries and social networks, using tools such as tables, concept maps and charts to organise and order information and inform others of findings
- comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations

Present oral and written reports, summaries and comparisons of information obtained from a range of Korean texts in different modes

[Key concepts: leisure, travel; Key processes: summarising, reporting, using multimedia presentation technology]

(ACLKOC176)



- classifying information gathered from different print and electronic sources and creating flow charts, tabulations, posters or cartoons to be used in advertisements, notices and instructions in print and digital formats
- creating texts such as notices, brochures and posters to inform others about issues and upcoming events such as Korean cultural performances or class excursions, for example, 소풍 날짜, 장소, 시간, 준비물
- organising information for a Korean audience, for example, creating a presentation to explain sport and leisure activities (씨름, 태권도, 축구, ...) or a video recording of a cooking demonstration
- reporting on own and others' experiences of events such as a school camp, a holiday or concert, or playing a new computer game

Creating

Elaborations

Compare ways in which people, places and experiences are represented in different imaginative and expressive texts, drawing on own interpretations, those of peers and personal experiences

[Key concepts: expression, imagination, humour; Key processes: expressing, comparing, analysing, reflecting]

(ACLKOC177)



- expressing personal opinions about ideas in Korean texts in various modes such as stories, excerpts from films, paintings, songs or video clips, for example, ... 이/가/은/는 착한 사람인 것 같아요; 이/그 노래가 정말 아름다워요/슬퍼요/신나요



- stating personal preferences about characters, attitudes and events in texts (for example, using 제가 가장 좋아하는/싫어하는 ... as a set phrase), including spoken and written comments on reactions, for example, 크리스는 자주 농담을 잘해요, 그래서 재미있어요
- reflecting on ways people, places and experiences are expressed in imaginative texts, and comparing them with those expressed in own and peers' work and in the work of artists or authors encountered in other learning areas such as the arts, English or history, for example, 아리랑, *Waltzing Matilda*
- comparing key messages and beliefs from Korean and Australian texts such as 단군신화, Creation or Dreaming stories, fables, myths and legends



- comparing contemporary Korean and Australian music popular among young people by listening to music stations, viewing video clips, reading print or online music magazines; identifying similarities and differences in expressions, themes and styles of performance

Create and present imaginative texts including digital and interactive texts to entertain others, involving imagined characters and contexts

[Key concepts: imagination, amusement, expressive language; Key processes: character and context building, creating]

(ACLKOC178)



- creating stories with self as the main character in imaginative settings in the past, future or virtual reality, incorporating communicative styles and social behaviours observed in Korean texts (for example, 저는 화성에서 왔어요 ..., 지구에 정들었어요)
- illustrating imaginative stories in visual forms such as cartoons or captioned photo stories
- producing performances to present imaginative stories, for example, role-plays, skits, raps, using expressive language for sounds and shapes/movements (뚝뚝, 찜뵈, 킁킁, 콜콜, ...)
- creating alternative versions of stories such as a Korean tale or film script with a new character and an alternative ending

Translating

Elaborations

Compare own translation of texts with others, discussing differences and possible reasons and alternatives, and reflecting on how to make connections between meanings in different languages

[Key concepts: culture, equivalence; Key processes: mediating, interpreting, translating]

(ACLKOC179)



- translating existing texts or texts produced by self and others into Korean and English, experimenting with unknown words or expressions, using and evaluating translation resources such as web-based translation tools and print and digital dictionaries
- translating texts, identifying culture-specific vocabulary (for example, 세배하다, 성모하다, 추석) and expressions (for example, 새해 복 많이 받으세요, 그림의 떡), discussing the translation process (such as possible reasons for equivalence/non-equivalence), choosing 'best fit' words or omitting words
- paraphrasing or annotating words or expressions where equivalence is not possible, discussing their original meanings and how to convey them (for example, 정들었어요, 'mufti day')
- comparing different versions of translations, reflecting on the differences in translation of the same text and identifying possible reasons for such differences

Create texts in Korean and English on same themes or events in different modes such as digital photo stories, short video clips or cartoons, and provide subtitles, captions or commentaries in either language to help meaning

[Key concepts: equivalence, culture; Key processes: identifying, explaining, designing]

(ACLKOC180)



- creating subtitles, captions or commentaries for texts such as brochures, slide show presentations or video clips that inform the school community of aspects of Korean culture (such as dining at a Korean home, shopping at a market, attending a ceremony, giving a gift)
- producing texts in Korean and English on community events such as posters or advertisements in print or multimedia format, for example, to promote a concert or an interview with a celebrity for a teen radio station
- creating texts such as songs or dialogues in multimedia format in either Korean or English with subtitles displayed in the language (for example, English) which is not the language used as the medium (for example, Korean)

Reflecting

Elaborations

Reflect on the experience of using Korean to communicate in different social situations and on their individual responses to differences in language use

[Key concepts: social context, comfort/discomfort, intercultural communication; Key processes: monitoring, analysing, adjusting]

(CLKOC181)



- experiencing authentic or virtual interaction where Korean language and culture are involved, for example, face-to-face interaction with community members through an excursion or at Korean festivals, web-chatting, ePal, social networking
- experimenting with Korean gestures and body language, and considering which will or will not be incorporated into own interactions when communicating in Korean, for example, using both hands when giving something to older people or beckoning downwards to signal others to come
- noticing the use of Korean expressions of fillers (such as 어, 음, 저, ...) and exclamations (어머나!, 아이고! 진짜!) and deciding whether or not to adopt them in own language use
- making appropriate language choices with awareness of social situations, for example, using 선생님 as an address term when communicating with an older person to show respect, and not overly using 너/당신 to refer to the communication partner nor 그/그녀 to refer to the third party
- reflecting on how own cultural etiquette and behaviour may be interpreted when interacting with speakers of Korean, noticing own body language and modifying gestures, such as beckoning with the palm facing upwards or downwards, rubbing hands or making direct eye contact when talking to older people
- identifying elements of successful intercultural communication when using Korean or other languages, for example, awareness of differences, flexibility, and respect for other perspectives and traditions

Create spoken, written or multimodal texts that reflect significant experiences related to the experience of learning Korean language and culture

[Key concepts: identity, significance, perspective; Key processes: explaining, discussing, reflecting]

(CLKOC182)



- mapping their own linguistic and cultural profiles, for example, by creating a chart/timeline/web profile to highlight formative elements such as family languages, key relationships and intercultural experiences
- describing their significant past encounters with Korean language and culture involving people, places and events, and the influence these encounters have had in shaping own identity, recording their experiences by, for example, keeping a digital/online journal in blogs or wikis
- reflecting on own identity, relating it to own past experience involving Korean language and culture, and considering how others' experience impacts on their identity
- sharing and comparing, face-to-face and online, cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, new insights and perspectives, and opportunities for new experiences

Understanding

Systems of language

Elaborations

Use appropriate pronunciation rules and writing conventions to produce and read short texts in Korean that include some less familiar language

[Key concepts: system, rules, patterns; Key processes: inferring, analysing, applying rules]

(ACLKOU183)



- applying pronunciation rules and writing conventions to reading and writing, inferring meanings of less familiar texts provided in Korean, such as 먹고, 어떻게 and 축하합니다 pronounced as 먹꼬, 어떠케 and 추카함니다
 - experimenting with pronunciation of less familiar texts
 - comparing how loan words from English are written in *Hangeul* and pronounced in Korean with how their original counterparts in English are written and pronounced, for example, 테니스 versus 'tennis', 포크 versus 'fork', 인터넷 versus 'internet'
 - composing texts, applying spacing rules in Korean
-

Understand and use grammatical forms and structures such as suffixes for tense, honorifics and polite style marking, and auxiliary verbs and particles, using appropriate metalanguage to identify or explain forms, structures and parts of speech [Key concepts: parts of speech, grammatical structures, syntactic relationship, honorifics; Key processes: applying rules, categorising, explaining]

(ACLKOU184)



- extending the use of case markers and particles to express the genitive case (소라의 생일이예요), a time frame (아침부터 저녁까지 서핑했어요), the instrumental case (색연필로 그림을 그려요) and the directional case (왼쪽으로 가세요), and to use a nominal connective -와/과 (불고기와 김치를 먹어요)
- learning how to modify a noun by using an adjectival form of the premodifying descriptive verb suffixed by -(으)ㄴ, for example, 좋은 생각, 착한 사람
- expressing future plans using -(으)ㄹ 거예요, for example, 한국에 갈 거예요
- expressing intention or conjecture using -겠-, for example, 파티에 참석하겠어요, 비가 오겠어요
- asking for or offering suggestions using -(으)ㄹ까요? for example, 무엇을 살까요? 이 책을 읽을까요?
- connecting clauses using conjunctive suffixes (clausal connectives) such as -어/아서, -지만, -(으)면 to express events or ideas in different relationships
- identifying time references expressed by forms and structures of verbs such as -었/았- and -(으)ㄹ 거예요 and learning how to use them in two-clause sentences, for example, 김치가 맛있었지만 조금 짭어요; 학교에 가서 공부할 거예요
- using basic complex-verb structures such as -어/아 주다, -고 있다, -(으)ㄹ 줄 알다, -(으)ㄹ 수 있다 and -어/아 보다 as set phrases in their -어/아요 form to express complex ideas, for example, 보여 주세요, 자고 있어요, 할 줄 알아요, 먹을 수 있어요, 읽어 보세요
- learning how to construct noun phrases out of verbs using a suffix -기 and using it with case markers or particles, for example, 한국어를 배우기가 쉬워요
- extending the use of polite language to honorific particles and humble/honorific words, for example, 할머니께 선물을 드렸어요; 할아버지, 진지 드세요
- understanding and developing metalanguage for parts of speech relating to grammatical functions such as naming (학교, 연필), referring to people or objects (나/저, 이것/저것/그것), qualifying things (예쁜 꽃) and expressing actions, states or qualities (먹어요, 좋아요)
- comparing how the case of a noun or pronoun is identified in Korean and English sentences, for example, 저는 사과를 먹어요 versus 'I eat apples'

Understand and use some words and expressions that reflect Korean culture, noticing those that need additional explanation to convey their original meaning in translation

[Key concepts: culture-specific words, idioms, expressiveness; Key processes: predicting, applying, selecting]

(ACLKOU185)



- using a range of nouns to describe aspects of everyday life in home and school environments and of topics of interest, such as names of subjects (과학, 수학, ...) and sports/games including traditional Korean sports/games (축구, 야구, 씨름, 윷놀이, ...), nouns related to activities such as excursions or school camp (소풍, 캠프, 낚시, 장소, 시간, 준비물, ...) and those related to transactions outside the home and school (가게, 식당, 병원, ...)
- using a range of action/descriptive verbs commonly used in basic interpersonal and transactional interactions including those for more complex activities (바빠요, 싸요, 비싸요, 자요, 타요, 사요, 갈아타세요)
- using vocabulary to express some abstract ideas (for example, 과학적, 정보, 동의해요) or describe issues relating to technology, those drawn from other learning areas or environmental issues (for example, naming some popular Korean food, such as, 순두부 찌개, 불고기, and major cities or landmarks in Korea, for example, 서울, 한강, 서울역)
- identifying commonly used culture-specific words and expressions in Korean and understanding the cultural backgrounds of such words/expressions, for example, names of festival days (명절) and their associated vocabulary or expressions, for example: 설날, 세배(하다), 떡국, 새해 복 많이 받으세요, 윷놀이, ...; 단오, 그네뛰기, ...; 추석, 성묘(하다), 송편, ...
- using a range of descriptive verbs to express emotions, sensory qualities or impressions (for example, 아름다워요, 신나요, 매워요, 짜요, 아파요, ...) including idiomatic phrases (기분이 좋아요) and those closely related to the Korean view of life and human relationships (정들었어요)
- identifying and using basic onomatopoeic and mimetic expressions in Korean (for example, 문을 똑똑 두드려요; 비가 주룩주룩 와요), and translating such words, providing additional explanations to make meanings closer to the original
- comparing Korean and English as to how expressiveness is realised in the form of language, for example, by translating into English sentences such as 침병침병 물놀이 해요, 아기가 쿵쿵 자요
- indicating comparative quality using 더 or 제일/가장, for example, 저는 더 큰 가방이 필요해요, 저는 불고기가 가장/제일 좋아요
- using adverbs to:
 - emphasise or mitigate the quality expressed, for example, 너무, 조금, 정말
 - add temporal quality to the event expressed, for example, 벌써, 아직
 - indicate frequency, for example, 가끔, 보통, 자주, 언제나
 - indicate directions, for example, 쪽, 곧장
 - add some specificity to time words using 지난 or 다음 (지난 주말에 ..., 다음 월요일에 ...)
- using location nouns such as 앞, 뒤, 위 아래, 옆, 왼쪽, 오

큰쪽

- using question words such as 언제, 어디서, 어떻게, 어느, and 무슨 to obtain specific information
- using humble/honorific words such as 드려요, 드세요, 진지
- recognising fillers (such as 아, 음, 저. ...) and exclamations (such as 어머니!, 아이고! 진짜!)

Examine grammatical structures and features and vocabulary in a range of personal, informative and imaginative texts in spoken and written modes, noticing how these contribute to textual cohesion, and compose short texts for different purposes considering cultural aspects involved
[Key concepts: coherence, cohesion, text conventions; Key processes: describing, analysing, experimenting]

(ACLKOU186)



- experimenting with language appropriate to particular text types in audio-visual, print or digital/online media, such as descriptive language in documentaries, reflective language in diaries and journal entries, and persuasive language in advertisements
- creating short texts, developing ideas coherently and using basic cohesive devices such as:
 - consistent use of the informal polite sentence ender -어/아요 throughout text consisting of multiple sentences
 - agreement of honorific elements such as honorific particles, words and suffixes in a sentence and throughout the text
 - basic conjunctive adverbs (for example, 그리고, 그러나, 그런데, 그렇지만, 그러면) and suffixes (clausal connectives) (for example, -고, -어/아서, -지만, -(으)면)
- analysing forms, features and purposes of texts, such as how texts are organised in terms of layout, sequencing of ideas, headings and stylistic devices

Language variation and change

Elaborations

Explore how language use varies according to context, purpose and audience and to the mode of delivery and the relationship between participants
[Key concepts: context, negotiation, interrelationship; Key processes: comparing, connecting, reflecting]

(ACLKOU187)



- identifying linguistic/textual features used in different types of text, for example, different degrees of formality and flexibility expressed in conversations, speeches, letters, emails and electronic text messages
- recognising how language use, such as the level of politeness, reflects the intention of the speaker or author and impacts on the further development of relationships, for example, switching from a polite style to an intimate style (저를 좋아해요?; 나 좋아해?)
- comparing language structures in Korean and English and how these are used to create affinity or distance, for example, the use of 반말 or colloquial language
- comparing elements of communication such as body language, the use of personal space and silence in different cultural contexts and exchanges

Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on Korean as a language of local, international and virtual communication and on their own individual use of language

[Key concepts: globalisation, influence, digital media; Key processes: researching, explaining, reflecting]

(ACLKOU188)



- examining how the creation of *Hangeul* impacted on the common people's lives in a kingdom in 15th-century Korea, and discussing the role of script in aspects of culture and everyday life
- exploring how globalisation has accelerated the use of English words and expressions in Korean language use, and discussing the advantages/disadvantages of these influences on languages, such as using technological terminology (for example, 인터넷, 키워드) or mixing Korean and English as lyrics in contemporary Korean popular music



- examining how acronyms or short forms of words are used in Korean and in English (for example, 쌤, 여친, 남친, 'ASAP', 'RSVP'), and discussing how these forms reflect people's changing lifestyles
- reflecting on changes in their own language/s, identifying new terms and behaviours that they have adopted with changes in technology and social media, and on how such terms and behaviours have become part of everyday language used in different modes (for example, handwritten notes using language for electronic messaging, acronyms or emoticons replacing whole words or phrases)

Explore the power and influence of language in local and global contexts

[Key concepts: social power, context; Key processes: analysing, explaining, recounting, reflecting]

(ACLKOU189)



- investigating examples of the social power of language, drawing on other learning areas such as the humanities, other languages and the arts
- reflecting on and sharing experiences where language has played a vital role in their daily life, such as improving or maintaining social relationships (for example, giving praise, persuading)
- recognising the importance of a writing system suitable for its oral language in transmitting culture within its community and across time

Role of language and culture

Elaborations

Analyse how beliefs and value systems are reflected in language use and communicative behaviours, and reflect on how what is considered normal in communication varies across cultures

[Key concepts: norms, beliefs, value system; Key processes: analysing, interpreting, reflecting]

(ACLKOU190)



- investigating cultural and historical backgrounds underlying culturally appropriate body language, gestures and verbal expressions in Korean and other languages; reflecting on and discussing differences across cultures
- investigating and using language associated with significant cultural practices and events or celebrations, for example, 설날, 단오, 추석, 한글날
- discussing attitudes towards diversity and difference, including the use of stereotypes and generalisations, and considering how these affect communication
- reflecting on own cultural identities and how they are expressed differently in different settings such as home, school and other social domains, considering how these might be interpreted and responded to by people from different cultures

Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Korean to interact with teachers, peers and others, and to exchange ideas, experiences and interests. They pronounce polysyllabic words that involve syllable-final consonants (받침) such as 먹고, 어떻게 and 축하합니다 as 먹꼬, 어떠케 and 추카합니다, applying relevant pronunciation rules with some accuracy. When interacting, they initiate conversations (for example, 지금 뭐 해요? 어디 가요?), and ask and respond to questions (for example, 왜 한국어를 배워요? 방학 때 뭐 할 거예요?). Students clarify answers or instructions (for example, 무슨 뜻이에요? 다시 말해 주세요) and ask for and give opinions (for example, 어떻게 생각해요? 제 생각에는...; ...인 것 같아요). They describe plans (for example, 한국에 갈 거예요) and ask for suggestions (for example, 무엇을 할까요?). They locate and evaluate factual information in texts and create informative and imaginative texts in a range of modes using multimodal or conventional formats. Students explain reasons for actions and show contrasts between feelings or facts, using conjunctive suffixes (clausal connectives) such as -어/아서 and -지만 (for example, 소라가 좋아서 한국어를 배웠어요; 모자가 예쁘지만 너무 작아요). They use humble/honorific words or honorific particles such as 진지, 드리다 and -께 appropriately, and use some basic onomatopoeic and mimetic words such as 똑똑 and 쿵쿨 to create expressive effects and engage the interest of the audience. Students use cohesive devices, for example, conjunctions (such as 그리고, 그래서, 그러나, 그런데, -고, -어/아서, -지만), adverbs of frequency (such as 가끔, 보통, 자주, 언제나), time (such as 벌써, 아직) and direction (such as 쪽, 곧장) and the agreement among honorific elements, at sentence level (for example, 할머니께 꽃을 드려요) and throughout the text by using the informal polite style ending -어/아요. They use a range of case markers and particles such as -의, - (으)로, 와/과, -부터 and -까지 (for example, 소라의 생일, 색연필로, 왼쪽으로, 불고기와 김치, 아침부터 저녁까지) and location nouns attached by -에 to indicate relative locations (for example, 책상 위에 ..., 상자 안에 ...). Students use some complex structures in verb phrases such as -어/아 주다, -고 있다, -(으)ㄹ 줄 알다, -(으)ㄹ 수 있다 and -어/아 보다 as set phrases. They form questions using a range of question words such as 언제, 어디, 어떻게, 어느 and 무슨, and modify nouns using an adjectival form of a descriptive verb suffixed by -(으)ㄴ (for example, 착한 사람). Students write loan words from English in *Hangeul* and compare their original pronunciation and how they are pronounced as loan words in Korean (for example, 테니스, 포크). They translate across languages, paraphrasing or annotating words or expressions where equivalence is not possible, such as 정들었어요, 세 배 or 'mufti day'. They recount their reactions to intercultural experiences, describing and reflecting on aspects that do or do not fit with their own sense of identity.

Students identify grammatical elements such as case markers, particles, suffixes and verb endings from simple Korean sentences, and compare how grammatical functions of nouns and verbs are determined in Korean and English sentences. They provide examples of the Korean honorific system that works at grammar and word levels (for example, 진지 드세요) and illustrate how politeness and respect are important aspects of Korean language and culture. Students differentiate between oral and written forms of words, and apply spelling conventions and spacing rules in their writing. Students explain how word order in Korean differs from English and use a metalanguage to identify common features such as nouns, verbs, cases and subject-object-verb/subject-verb-object constructions. Students identify and reproduce characteristic grammatical features in familiar texts. They vary their language use and make choices of linguistic features, such as the use of polite forms, according to the context. They provide examples showing that Korean is a language for local, international and virtual communication and that it continuously changes as society and culture change, impacted by globalisation and new technologies. Students explain how cultural values and ideas are embedded in language and communicative behaviours. They give examples from their own language/s and cultural behaviour/s which may be interpreted differently from other cultural perspectives and give such possible interpretations.

Years 9 and 10

The nature of the learners

At this level, students bring existing knowledge of Korean language and culture and a range of learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They need continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including how Korean could be part of these.

Korean language learning and use

Learners engage with more complex language with greater control of language. They use a range of forms and structures, and richer and more sophisticated vocabulary to perform tasks individually and collaboratively, to access and exchange information on broader topics and abstract concepts, and to create, interpret and analyse a wider range of texts. They express feelings, emotions and opinions more precisely using a variety of expressive and descriptive language in imaginative and creative experiences. They are more confident in communicating in Korean in familiar and some unfamiliar contexts with a greater understanding of the variability of language use, making appropriate language choices and adjustments. With an increasing command of *Hangeul*, learners interact with members of the virtual community of Korean speakers and learners worldwide, sharing their understanding of Korean culture and language as well as of their own. They understand that language varies and changes, and engage in and reflect on intercultural experiences.

Contexts of interaction

Learners interact with the teacher and peers, and may have access to members of Korean-speaking communities via online technologies including some computer-mediated communication tools. They may also encounter Korean in the wider community, such as in the media, film or cultural festivals, community events, guest speakers, exchange teachers/assistants or in-country travel.

Texts and resources

Learners use an extensive range of texts designed for Korean language learning such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to authentic materials designed for or generated by young Korean speakers, such as video clips, songs, stories, articles, magazine features, television programs or advertisements. Authentic Korean community resources provide opportunities to extend learners' experience of learning the language and culture. Texts may include additional materials that students have sourced on their own to support their learning or to pursue personal interests in Korean language and culture.

Features of Korean language use

Learners extend their grammatical knowledge to a range of particles, conjunctive suffixes (clausal connectives) and complex phrasal and sentential structures. Their vocabulary range expands to abstract words and some specialised vocabulary drawn from other learning areas or areas of interest in the wider context. With an increasing knowledge and control of language structures and features and vocabulary, including those with honorific elements, students recognise, analyse and construct different types of texts for different audiences and purposes. They interpret, create, evaluate and perform in individual and collaborative tasks that involve planning, problem-solving, decision-making, or informing or entertaining others. They make inferences from their knowledge of the Korean language and culture to understand unfamiliar content and consolidate their awareness of language variation and its connection with identity. They move between Korean and English, translating, discussing, analysing and comparing the languages using a metalanguage, applying metalinguistic knowledge and taking intercultural perspectives as a user of two (or more) languages. Learners have an increasing understanding of language learning as a cultural, social and linguistic process. They examine their own and others' communicative practices and understand the concept of mutual responsibility for intercultural exchanges.

Level of support

While learners are increasingly less reliant on the teacher for support during communicative interactions, continued support and provision of rich language input from the teacher is needed for their sustained learning of Korean. The teacher provides implicit and sometimes explicit modelling and scaffolding in meaningful contexts. Learners need explicit instruction and explanation to understand highly complex structures and functions of grammatical items and meanings of highly abstract and/or culture-specific vocabulary. Provision of opportunities to discuss, clarify, practise and apply their knowledge is critical in consolidating their acquired knowledge and skills and in enhancing learner autonomy. Students may self-monitor their learning by keeping record of critical and constructive teacher feedback, peer support and self-review (for example, through portfolios, peer reviews, e-journaling, online discussion forums). They continue to access word lists, graphic organisers and modelled texts, and the teacher gives precise guidance for using dictionaries, particularly with dictionary forms of verbs.

The role of English

Learners and teachers use Korean as the primary medium of interaction in language-oriented and most content-oriented tasks. English is used for substantive discussion, explanation and analysis requiring students to deal with a conceptual demand which is too far beyond their level of competence in Korean, for example, analysing highly abstract and complex concepts embedded in linguistic structures/cultural practices.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate, sustain and extend interactions with each other and with other familiar and less familiar people, for example, by seeking and giving advice, discussing aspirations, relationships and social and cultural issues, exchanging and reflecting on different ideas

[Key concepts: youth, diversity, perspectives; Key processes: developing relationships, proposing, discussing]

(ACLKOC191)



- asking for and providing specific information in sustained interactions, for example, 언제 한국에 가 봤어요? 작년 여름에 갔다 왔어요, 그 때 한국은 여름이 아니고 겨울이었어요, ...; 크리스마스 안 보이는데요? 아마 크리스켓을 하고 있을 거예요 ...
- following up own and others' responses by elaborating on and extending the topic, for example, 누구하고 같이 갔어요? 가족하고 함께 갔어요; 거기에서 뭐 했어요?; 왜 저가 수를 좋아해요? 노래도 잘 하고 멋있잖아요 ...
- sharing ideas and making suggestions relating to own and others' experiences, for example, 한강에서 축제를 한다고 해요. 여러분도 한번 축제에 가 보세요
- participating in exchanges, using communication strategies such as showing empathy, down-toning or indirectly expressing disagreement, for example, 그렇지요?; 좋았겠어요; 아마; 글썄요; 그런가요?; 아닌 것 같은데요
- corresponding with peers by using telephone/video calls, text messages or computer-mediated communication tools to build relationships and share views on aspects of teenage life, such as friends, responsibilities, interests, aspirations and topical issues, for example, 함께 한국에 가면 재미있을 것 같아요; 왜 숙제를 못 했어요?; 축구를 하느라고 숙제를 못 했어요; 공부하느라고 바쁜 척했어요; 주말에 음악을 들으면서 책을 읽었어요; 비행기를 기다리는 동안에 인터넷을 했어요

Arrange and manage shared activities such as problem-solving and different types of transactions, adopting different roles to present diverse views and perspectives

[Key concepts: roles, perspectives, shared responsibility; Key processes: persuading, commenting, evaluating]

(ACLKOC192)



- solving problems by explaining discoveries and results, discussing ideas, suggesting a range of options with specific information such as roles of participants, locations, time, methods and reasons, for example, 한국에 갔더니 아름다운 산이 아주 많았어요. 다음에 갈 때 같이 갑시다; 언제 ...-겠어요?; 누가 ...-(으)래요?; 어떻게 ...-(으)ㄹ 계획이에요?; 왜 그렇게 생각해요? 어디에서 ...-(으)면 좋을까요?; 선생님께 여쭙 보시다
- planning and negotiating collaboratively in scenarios or events related to travelling or living in Korea, such as living with a host family, seeking medical treatment, or using transport, for example, 안녕히 주무세요/잘 자; 팔을 다쳤는데 병원에 가야 할까요?; 지하철을 타면 5시까지 도착할 수 있을 거예요
- comparing the quality of goods and taking action, for example, 이것이 저것보다 훨씬 더 신선했어요. 그러니까 이것을 사요; 기차가 버스보다 더 편리하니까 기차로 가요
- making complaints and recommendations, for example, 그 식당은 서비스가 친절하지 않으니깐 가지 맙시다
- sharing experiences and transactions, for example, 주말에 영화를 같이 보러 갈래요?; 무슨 영화가 좋아요?; 영화가 몇 시에 시작해요?; 입장권이 얼마 정도 해요?; 비행기표를 겨우 샀어요; 하마터면 부산에 가지 못할 뻔했어요
- planning shared events or activities, using online and digital forms of communication such as emails, chat forums and community websites, for example, intercultural components of 호주 한국 국제 영화제, 한국 문화원, 관광 명소, 자매 학교
- presenting views and perspectives at real or simulated forums, protests or rallies to raise awareness of environmental, social or ethical issues such as 쓰레기 분리수거, 청소년 실업 문제, 환경보호 캠페인, 절약, 낭비, 지구 온난화, using language, for example, 쓰레기 분리수거에 대해서 ...; 청소년 실업 문제가 심각하다고 합니다 ...; 호주에는 여름에 비가 자주 오지 않기 때문에 물을 아껴야 해요; 물을 절약하는 방법은 ...; 에너지를 낭비하면 ...; 깨끗한 환경 ...
- transacting for goods and services, considering concepts such as value, availability, competition and ethics, for example, 세 시 전에 출발하는 버스가 있어요?; 환경보호 캠페인에 참가하고 싶은데 누구한테 연락해야 해요?

Use interactional language to elicit, offer, negotiate, report, and reflect and elaborate on opinions and ideas
[Key concepts: opinions, reflection, metalanguage; Key processes: justifying, elaborating, reflecting]

(ACLKOC193)



- participating in class discussion by:
 - expressing own opinion such as agreement or disagreement with others, for example, 저는 민수가 맞다고 생각해요; 저는 정답이 4번이라고 생각했어요
 - eliciting and reflecting on others' opinions, for example, 왜 그렇게 생각해요?; 어떻게 그렇게 되었어요?; 정말 그럴까요?; 아, 그렇군요
- interacting in class activities such as games or events, by taking turns, expressing agreement/disagreement, giving encouragement/praise or critique, for example, 내 차례예요; 누가 먼저 하는 거예요?; 그건 아닌 것 같아요; 잘 할 수 있을 거예요
- discussing language and language learning using metalanguage, for example, 단어, 명사, 동사, 줄임말, 높임말/경어, 문장

Informing

Analyse, interpret and integrate information gathered from diverse sources relating to areas of interest to adolescents or young adults, making connections with own and each other's experience and with other learning areas
[Key concepts: representation, cultural literacy; Key processes: analysing, synthesising, evaluating]

(ACLKOC194)



Elaborations

- understanding gist and identifying keywords to extract specific information, by scanning through texts from various sources in conventional, digital or multimodal formats such as articles, reports or podcasts on topics such as pop culture, youth employment, the environment and world sports, or those related to other learning areas
- distinguishing between fact and opinion in texts such as articles and reports, using critical literacy skills to recognise bias, for example, identifying the author, audience and purpose of the text
- analysing and interpreting collected information by summarising, sequencing and prioritising, considering audience, purposes and context, for example, 한국에는 태풍이 오고, 호주에는 사이클론이 와요/옵니다. 태풍은 ..., 사이클론은 ...
- obtaining information in order to debate issues of interest such as the environment, expectations of teenagers, and the generation gap, using persuasive or evaluative language, for example, 나는 ... 믿어요/확신해요; 이것은 분명히 ...-이에요/예요; 그렇지만 ...; 정말 ...-(으)니까요?
- investigating aspects of Korean culture to determine a particular course of action, for example, providing a Korean exchange student with a suitable placement, or a group of Korean visitors with a suitable menu, or selecting an appropriate time of the year for a visit to Korea



Construct and present texts in different formats for different audiences, taking into account own perspectives and intended purpose

[Key concepts: society, environment, media; Key processes: constructing, persuading, interconnecting, using computer-mediated communication tools]

(ACLKOC195)



- producing texts for different types of audience (for example, classmates, parents, peers on social-networking websites, possible future employers) and for different purposes and in different contexts (for example, school, community, social clubs, part-time jobs) to convey own ideas and interpretation of particular texts, using oral, print, multimodal and digital media such as blogs, letters, instructions, articles, podcasts and speeches
- creating informative texts such as posters, brochures and web pages, for example, a brochure promoting a holiday destination, a poster for a doctor's surgery encouraging healthy eating, a web page reviewing new music releases
- writing persuasive texts such as blogs, tweets and posts to persuade or convince others, for example, on global warming (지구온난화), attending to the audience and context, for example, 우리 모두 생각해 봅시다. 지구온난화를 막지 못하면 지구가 죽습니다. 북극과 남극의 빙하가 녹고, 자연이 파괴됩니다. 그러므로 ... 우리가 먼저 지구온난화를 막아야 합니다 ...
- combining modes of presentation such as displays, videos or music to explore social and cultural themes, for example, 다문화사회

Creating

Review and respond to different types of creative texts in different modes, identifying aspects of the language and culture that help to create effects such as emotion

[Key concepts: emotions, moral, values; Key processes: interpreting, reflecting, discussing]

(ACLKOC196)



Elaborations

- listening to, reading and viewing imaginative texts such as short stories, films, poetry, raps and songs, and:
 - identifying emotional aspects of the texts that are specific to Korean language and culture, for example, the use of expressive language and the description of animals
 - critically reflecting on and sharing own responses with others
- reading texts including those in digital and online modes such as extracts from a biography or diary for enjoyment and to gain insights into other people's experiences and perspectives
- modifying existing texts, for example, creating an alternative ending, introducing a new character, changing the setting or adding a major event, or providing a video clip to accompany and reinforce the meaning expressed in lyrics
- creating texts to parody existing texts and to explore a range of genres, for example, re-creating a music clip or advertisement
- identifying and responding to key messages and values in traditional texts such as 민요, (for example, 아리랑, 강강술래), 설화 (for example, 심청전, 흥부전) or dialogues in 탈춤, and considering their relevance in modern times
- discussing how texts such as films, plays and songs portray social issues (such as conflict in relationships or poverty) and values (such as honesty and humility)

Create and present imaginative texts that express ideas through characters, events or settings, making connections between past, present and future, and between reality and imagination

[Key concepts: creativity, entertainment; Key processes: expressing, projecting, entertaining]

(ACLKOC197)



- creating various types of texts including those in digital and online forms such as stories, songs, chants, or scripts for role-plays or skits, considering main characters, themes, settings and/or plots, for different types of audience, for example, young learners of Korean or parents of peers
- creating and presenting texts in various forms, such as digital stories or performances that reflect significant Korean or Australian events or histories (for example, 한글날, 개천절, Australia Day, Anzac Day, National Sorry Day)
- creating and acting out imaginary characters in contexts that involve possible intercultural circumstances, drawing on resources such as news reports or feature articles
- critiquing own and others' presentations, taking the perspectives of authors and performers (for example, 내가 애나라면 더 큰 소리로 말하겠어요)



Translating

Translate texts for different audiences and contexts, and reflect on how cultural values, attitudes, assumptions and world views are differently encoded in languages

[Key concepts: equivalence, values, representation; Key processes: reflecting, interpreting, comparing]

(ACLKOC198)



Elaborations

- translating short texts and excerpts from a range of informative and literary texts, identifying cultural elements and reflecting on how they are encoded in common words or expressions, for example, the use of family terms, titles and terms of address, and the way of answering negative questions and of using 가다/오다 from a perspective different from that involved in using 'go/come' (나하고 같이 갈래요? 샘하고 같이 올래요? 지금 가요! 제니가 지금 와요!), and providing additional explanation, information or exemplification
- translating texts that contain cultural elements, for example, old sayings or proverbs, considering how differently cultural values or culture-specific concepts are embedded in texts in different languages to represent same/similar ideas or practices, for example, 호랑이도 제 말하면 온다 ('speak of the devil'), 소 잃고 외양간 고친다 ('to shut the barn door after the horse has bolted')
- translating texts such as advertisements, songs or film extracts, including those in online or digital form, examining the appropriateness of translation for specified audiences and contexts
- comparing own translation with others, noticing similarities and differences, and reflecting on why interpretations may vary

Create bilingual texts that reflect aspects of Australian culture (for example, Christmas celebrations) for Korean-speaking audiences in the school and wider community including virtual communities, reflecting on how meaning can be conveyed effectively

[Key concepts: representation, critical and cultural literacy; Key processes: adjusting, referencing, reflecting]

(ACLKOC199)



- creating captions or commentaries using Korean or English to accompany texts produced in English or Korean such as lyrics, video clips and film extracts, exchanging and comparing own bilingual texts with peers, discussing which version better fits the original version and why
- producing public texts for different contexts in both Korean and English such as brochures, advertisements or leaflets, for example, for Korean exchange students to Australia or for student visitors to Korea on a study tour, and reflecting on the process of working in both languages
- creating bilingual texts such as video clips with subtitles explaining Australian cultural practices, for example, bushwalking, New Year's Eve celebrations, the Melbourne Cup



Reflecting

Examine and modify own cultural assumptions and practices, taking responsibility for language use and choices, and recognising the significance of shared responsibility and mutual effort in intercultural communication

[Key concepts: reciprocity, reflective literacy; Key processes: reflecting, adapting, taking responsibility]

(ACLKOC200)



Elaborations

- reflecting on own engagement in communication with Koreans and how their language use was perceived by self, and making adjustments to own Korean language use, for example, to feel comfortable with some silence during conversation; to be indirect when making refusals (saying 잘 모르겠는데요, 글썽요); to speak in a rather monotone without being negative; to use address terms infrequently during conversation
- reflecting on aspects of own experiences of intercultural communication, such as possible causes of breakdowns or breakthroughs in communication, repair and recovery strategies, and responses to and insights gained through interactions
- considering ways to improve intercultural understanding and acting on them, for example, by keeping a record (for example, journal, log, posting on forum) of memorable incidents involving intercultural interactions
- recounting own experiences of intercultural language use in oral or written forms, for example, speeches or essays, reflecting on concepts such as 'culture', 'attitudes', 'assumptions' and 'values'
- comparing understandings of the relationship between language, culture and identity, using symbols, graphic representations, images and metaphors to represent how the relationship works
- discussing how intercultural communication involves being flexible, responsive and open to alternative ways of communicating, for example, responding to different levels of emotionality or confrontation in debate, or different levels of respect in casual exchanges or service encounters

Investigate different aspects of their personal sense of identity, considering how learning and experiencing Korean language and culture have (or have not) changed own sense of identity, views or attitudes

[Key concepts: identity, values, attitudes; Key processes: analysing, evaluating, reflecting]

(ACLKOC201)



- producing an autobiography in various formats such as articles, photo stories with captions, digital stories or short films, including important episodes related to the experience of learning Korean language and culture that have impacted on their identity and attitudes
- composing a 'cultural ID profile' to exchange with Korean-speaking friends, making decisions about what information will be of most interest
- sharing with others, views and opinions on the ongoing influence of Korean language learning, relating it to own aspirations and ambitions, for example, composing a self-portrait with reference to Korean language and culture after 10 years
- reflecting on own cultural identity in terms of family background, community relationships and contact with languages (including contact with Korean and other languages and cultures), tracking changes over time or context

Understanding

Systems of language

Apply features and rules of Korean pronunciation and Hangeul to understanding and producing a range of texts for different audiences and purposes

[Key concepts: phonological rules, fluency, accuracy; Key processes: applying, analysing, synthesising]

(ACLKOU202)



Elaborations

- using Korean pronunciation and spelling rules for listening to and reading authentic texts and producing own written and oral texts
- knowing when to pause in complex sentences with embedded clauses
- understanding that there are variations in Korean pronunciation across people from different regions of Korea but that spelling follows standardised rules
- writing in *Hangeul* independently, observing writing conventions and rules

Understand how grammatical elements, such as particles and suffixes, impact on higher levels of grammar, such as tense, mood, honorification, speech level and formality, and on meaning-making from the phrasal level to that of the entire text

[Key concepts: complex structures, modality, irregularity, topicality; Key processes: applying rules, analysing, manipulating]

(ACLKOU203)



- understanding and using the dictionary forms of action and descriptive verbs, for example, to identify the meaningful part or to look up unknown verbs in a dictionary (가다, 오다, 하다, 먹다, 들다, 듣다, 읽다, 듣다, 예쁘다, ...)
- using a range of case markers and particles, including honorific forms as applicable, for appropriate grammatical functions, for example, -한테/에게, -한테서/에게서, -께, -께서, -께서는, -(으)로, -보다, -만, -마다
- understanding various functions/meanings of a topic marker -은/는, using it for functions other than marking the subject as the topic of the sentence (저는 마이클이에요) such as highlighting, emphasising or making contrast, for example, 저는 오렌지를 좋아하지 않아요. 그런데 사과를 좋아해요; 한국에는 태풍이 오고 호주에는 사이클론이 와요. 태풍은 ..., 사이클론은 ...
- making a relative clause, that is, a noun-modifying clause, by replacing the verb ending of the clause-final verb with -(으)ㄴ, -는, or -(으)ㄹ appropriately, for example, 거기에서 노래하는 사람이 누구예요?; 제가 어제 본 영화는 정말 슬펐어요; 언제 갈 계획이에요?; 날씨가 좋은 날에 바비큐를 해요; 재미있을 것 같아요
- using long negative forms of verbs, such as -지 않다, -지 못하다
- using negative questions and answering appropriately, for example, 그 영화를 안 봤어요/보지 않았어요? 아니요, 봤어요 / 네, 안 봤어요/보지 않았어요; 감치를 못 먹어요/먹지 못해요? 아니요, 먹어요 / 네, 못 먹어요/먹지 못해요; 숙제가 없어요? 아니요, 있어요 / 네, 없어요)
- understanding the concept of different speech levels and styles in Korean, and using sentence-final verb endings in three speech styles appropriately for the audience: -ㅂ/습니다, -ㅂ/습니까, -ㅂ/읍시다, -(으)십시오 (the formal polite style); -어/아요 (the informal polite style); and -어/아 (the intimate style)
- analysing the structure of complex verb phrases and expanding their use, understanding how meanings are added to the main verb, such as desire, likelihood, shift of actions, designation, habits, pretence (as if ...) and verge (almost ...), for example, 알고 싶어요, 비가 올 것 같아요, 갔다 왔어요, 보러 가요, 조깅을 하곤 했어요, 바쁜 척했어요, 가지 못할 뻔했어요
- reporting speech or thought using -다고/-(이)라고, for example, 맞다고 생각해요, 4 번이라고 생각해요; 한국에서 가장 큰 축제라고 해요
- connecting ideas in different relationships using a range of conjunctive suffixes, noting the different tense expressions in the two connected clauses, for example:
 - -다가: 학교에 가다가 친구를 만났어요: 학교에 갔다가 친구를 만났어요
 - -(으)니까: 비가 올 것 같으니까 우산을 가지고 가세요
 - -(으)ㄴ/는데: 생각을 많이 해 봤는데 아직 잘 모르겠어
 - -느라고: 축구를 하느라고 숙제를 못 했어요
 - -더니: 한국에 갔더니 아름다운 산이 아주 많았어요

- -(으)면서: 소라가 음악을 들으면서 책을 읽고 있어요
 - -다면: 한국에 간다면 제주도에 가 보고싶어요
 - using the structures: a verb stem + -기 때문에 and a noun + 에 대해서 appropriately, forexample, 비가 자주 오지 않기 때문에 물을 아껴야 해요; 쓰레기 분리수거에 대해서 이야기해 봅시다
 - understanding the function and meaning of a range of defective nouns (불완전 명사, for example, 동안, 때, 땀, 것/거, 척, ...) used in complex structures, and using them appropriately: ...노래하는 동안(에) ...; 한국에 갈 때(에) ...; 비행기를 못 탈 땀했어요; 학교에 갔을 거예요; 바쁜 척했어요
 - using a range of sentence enders and understanding their differences in meaning and appropriateness to the context, for example, -잖아요, -(으)래요, -(으)니까요, -(으)비시다, -(으)는데요, -지요
-

Understand and use vocabulary that conveys abstract ideas and establishes register and style for specific audiences

[Key concepts: vocabulary choice, register, style; Key processes: predicting, applying, inferring]

(ACLKOU204)



- using a range of common nouns and verbs to describe activities and phenomena taking place in home, school and the wider context, such as transport, networking, festivals, weather, seasons, nature, transactions, for example, 여행, 기차, 비행기, ..., 축제, 축제, 음악, 산, 강, 호수, ..., 여름, 겨울, ..., 영화, 입장권, 표, ..., 차례, 소리, 바쁘다, 아끼다, 춥다, 덥다, ..., 많다, 적다, ..., 연락하다, 편리하다, 친절하다, 다치다, 시작하다, 출발하다, 도착하다, 참가하다, 기다리다
- using abstract nouns and verbs associated with abstract or complex concepts, processes, attitudes, for example, 방법, 문제, 계획(하다), 신선하다, 생각하다, 심각하다, 생기다, 되다, 그릴다, 믿다, 확신하다
- using a range of descriptive verbs to express qualities of people, animals or nature, such as character, appearance or scenery, including some complex personal attributes, for example, 착하다, 부지런하다, 게으르다, 참을성이 있다, 정직하다, 깨끗하다
- using specialised vocabulary drawn from other learning areas or broader topics of interest such as social or environmental issues, including some highly abstract words, special terminology, some loan words from English and some figurative use of common words (for example, '지구가 죽는다'): 지구, 북극, 남극, 빙하, 환경, 자연, 태풍, 사이클론, 캠페인, 에너지, 청소년, 실업, 녹다, 보호(하다), 절약(하다), 낭비(하다), 파괴되다, '쓰레기 분리수거', '환경보호', '지구 온난화', '다문화 사회'
- using/recognising some well-known Korean geographical names (for example, 부산, 제주도)
- identifying Korean names of some folk genres such as 민요, 설화 or 탈춤, and some titles of Korean folk songs or folktales such as 아리랑, 강강술래, 심청전 or 흥부전
- using/recognising some procedural vocabulary relating to some aspects of everyday life such as operating appliances or cooking instant food, for example, 국수, 국물, 정도 (for example, 4분 정도) 냄비, 끓이다, 넣다, 붓다, 젓다
- using reflective/sympathetic words or phrases to signal empathy, down-toning or indirect disagreement, or just as a pause filler, for example, 그럴지요?; 좋았겠어요; 아마; 글썄요; 그런가요?; 아닌 것 같은데요
- expanding and using honorific or humble vocabulary, for example, 주무시다, 여쭙 보다
- expanding the range and use of adverbs, for example, 훨씬, 함께, 겨우, 아마, 한번, 모두, 분명히, 하마터면
- expanding the use of temporal vocabulary, including 작년, 올해, 내년, ...전/후
- using elements of metalanguage appropriately, for example, 단어, 명사, 동사, 줄임말, 높임말/존대말, 문장
- inferring meanings of unknown words or expressions from information available from the text or context

Analyse and compose different types of texts in spoken and written modes for different purposes such as information exchange, social and cultural interaction or sharing imaginative experiences, using appropriate linguistic, textual and cultural elements

[Key concepts: style, register, perspectives; Key processes: analysing, correlating, composing]

(ACKOU205)



- identifying register used in Korean texts, for example in recipes, such as the formal polite style used for statements (–ㅂ/습니다) and commands (–(으)십시오) or vocabulary used to determine audience, purposes and context
- examining cohesive devices used in Korean texts such as consistency in speech levels and honorific elements, conjunctors (–지만, –(으)니까, –어/아서, ...), conjunctive adverbs (그러니까, 하지만, 그러므로, ...) and ellipsis, and their appropriateness for Korean discourse
- creating own texts in Korean including those in digital or online forms for particular audiences and purposes in particular contexts, for example, to introduce Korean food culture to parents invited to the Korean evening, using a range of appropriate discourse devices for coherence and cohesion including appropriate vocabulary
- comparing and contrasting the structures of a variety of authentic texts in Korean and English, exploring how the audience, purpose and context are considered differently in each language



Language variation and change

Examine variations and expectations reflected in Korean language that relate to roles, relationships and contexts of interactions, considering how and why these differ from interactions in English or in other languages represented in the classroom

[Key concepts: cultural expectations, intercultural literacy; Key processes: examining, reflecting, explaining]

(ACKOU206)



Elaborations

- using language, body language and gestures in culturally appropriate ways, identifying and reflecting on expected roles in contexts specific to Korean or Australian culture
- discussing possible consequences resulting from language use related to different cultures, reflecting on how Korean ways of thinking and world views are reflected in Korean language by analysing texts such as old sayings, axioms, idioms and lyrics, for example, 호랑이도 제 말하면 온다, 김치국부터 마신다, 빈 수레가 요란하다, 아리랑
- reflecting on English old sayings, axioms, idioms and lyrics that could be possible equivalents to Korean examples, and discussing how ways of thinking and world views are reflected in different ways around the same ideas/phenomena in different cultures and languages

Reflect on the dynamic and ecological nature of language that interacts with constantly changing environments such as contact with different languages and cultures and changing sociocultural circumstances in local and global contexts, identifying and illustrating examples from Korean language forms and uses

[Key concepts: exchange, change, variation, integration; Key processes: comparing, analysing, reflecting]

(ACLKOU207)



- exploring how Korean language has changed over time, for example, by viewing Korean dramas in historical settings and those in contemporary settings and comparing the language used between people in comparable relationships such as between family members
- examining possible influences on language change in Korean, such as exposure to other languages, contexts of use and the development of digital technology



- comparing spoken and written texts (for example, spoken and print advertisements, face-to-face conversations and emails) to understand how mode relates to linguistic structures and features, and how this affects meaning
- understanding that languages incorporate other languages into their systems and examining how this takes place in Korean, for example, *조깅해요*, *온라인으로*

Explore how language shapes thoughts and world views and mobilises action

[Key concepts: world views, thoughts, conceptualisation, perspectives; Key processes: analysing, reflecting, explaining]

(ACLKOU208)



- collecting examples that show the reciprocal relationship between language and culture, drawing on areas of interest including other learning areas
- comparing and discussing the examples collected and relating them to Korean language and culture, for example, how the creation of *Hangeul* in the 15th century has continued to impact on Korean language and culture up until now
- reflecting on how world views of a culture are reflected in and shaped by the way people use everyday language, for example, different ways to answer negative questions between Korean and English (*숙제를 안 했어요? 아니요, 했어요 / 네, 안 했어요*), or different perspectives involved in the use of *가다 / 오다* and 'go/come' (*파티에 갈 거예요. 나하고 같이 가겠어요?; 빨리 올래요? 지금 가요!*)
- understanding how language influences people's actions and beliefs, for example, by analysing language used in community appeals in response to natural disasters

Role of language and culture

Elaborations

Understand that language and culture are interrelated and reflect on how they shape and are shaped by each other
[Key concepts: intercultural understanding, reciprocity, intercultural literacy; Key processes: critiquing, evaluating, reflecting]

(ACLKOU209)



- recognising that language and culture are intertwined in texts and together convey cultural perspectives, concepts and values
- analysing how the Korean language may reflect cultural perspectives and values such as collectivism, harmony, humility and the importance of ties between family members, for example, arrange of kinship terms extending to remote relations, using kinship terms rather than first names to address members of the family and norms such as showing deference and saving face, for example, 네, 괜 찮아요
- investigating the origins of particular expressions or words, developing awareness of the origins of meanings and how these may or may not change over time
- reflecting on own experiences of moving between cultures in the school, local and virtual communities and on their different roles played in different intercultural exchanges as a learner and user of Korean
- recognising the historical, political and cultural functions and values of language, researching how the Korean language played a role in maintaining the Korean people's culture and everyday life under the cultural and linguistic oppression during the early 19th century colonial period and how Korean culture and language lived it out, flourish and are recognised in the contemporary world

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Korean to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use Korean to access and exchange information on a broad range of social, cultural and environmental issues of interest to young people. They initiate, sustain and extend spoken and written exchanges in interactions and transactions by asking and responding to open-ended questions, eliciting opinions (for example, 어떻게 생각해요?; 어디에서 ...-(으)면 좋을까요?), requesting elaboration (for example, 왜 ...을/를 좋아해요?; 어떻게 그렇게 되었어요?) and providing their own opinions (for example, 저는 민수가 맞다고 생각해요; 저는 4번이라고 생각했어요) and information when requested. They use non-verbal communication strategies such as facial expressions, gestures, pausing or pitching, and give verbal feedback expressing empathy, down-toning, acknowledging or expressing indirect disagreement using reflective language (such as 그럴지요?; 좋았겠어요; 아마; 글썄요; 아, 그럴군요; 아닌 것 같은데요; 정말 그럴까요?). They make suggestions in relation to topics of conversation (for example, 여러분도 한번 한국에 가 보세요) and consider options, using a range of suffixes and complex/idiomatic structures indicating the future in verb phrases (such as -겠-, -(으)ㄹ래요, -(으)ㄹ 계획이에요, -(으)ㄹ 거예요, -(으)면 좋을까요?). They make decisions comparing options using ...보다 더 ... and providing reasons for decisions (for example, 기차가 버스보다 더 편리하니까 기차로 가요). Students locate and evaluate information from a range of sources, and analyse, interpret and integrate information from diverse perspectives. They create informative and imaginative texts, using a range of case markers, including honorific forms, particles and verb phrases in complex structures (such as -지 않다/못하다, -(으)ㄹ 뻔하다, -(으)ㄹ/는/-(으)ㄹ 것 같다, -러 가다), and describing two related ideas or events in different relationships by connecting two clauses in a sentence (for example, 비가 올 것 같으니까 우산을 가져 가세요; 저기에서 노래하는 사람이 누구예요?). They use a range of abstract words, selecting vocabulary suitable for the target audience, purpose and context. They maintain the cohesiveness of the text by keeping consistency in terms of speech level and style and honorific elements, and by using cohesive devices such as conjunctors (such as -(으)니까, -다가, -(으)ㄹ/는데, -(으)면서), conjunctive adverbs (such as 하지만, 그러므로, 그러니까) and ellipsis. Students translate and create bilingual texts across Korean and English, providing and comparing alternative versions, identifying ways to interpret and convey embedded meanings in culture-specific terms or expressions that are language-specific. They compare their intercultural experiences, referencing their current and past senses of identity, views and attitudes in relation to their ways of using language.

Students describe how spoken and written Korean vary and are modified according to contexts, audiences and purposes. They exemplify such adjustments (for example, changes to pitch or speed of speech, use of contractions or 반말, choice of vocabulary, and level of politeness and formality), explaining possible reasons for particular adjustments. They describe how languages change and borrow from, build on and blend with each other, giving examples in relation to Korean and languages such as English, Chinese and Japanese that share social, cultural and historical relationships. They explain how language influences ways of thinking, views of the world and human relationships. Students use metalanguage to explain aspects of the Korean language such as tense, suffix, honorification, adverb, modification, speech level (for example, 반말, 높임말), and politeness. They assess their own language use and cultural practices from multicultural perspectives and the meaning and impact of multiculturalism from various perspectives.

The Australian Curriculum Languages - Korean Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students are beginning their study of Korean and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Korean. Students' textual knowledge developed through English literacy learning supports the development of literacy in Korean. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Korean language learning and use

Learners use Korean in a range of classroom interactions and learning activities, communicating with the teacher and each other. They listen to, read, create and present texts on topics of interest including those drawn from other learning areas in different formats and modes, practising language forms and using modelled language with support from the teacher. Drawing on their literacy in their first language, learners understand that the Korean language is a linguistic and cultural system different from their own. They learn *Hangeul*, experimenting with syllable blocks and their pronunciations, and connecting sounds and letters in the Korean language. Literacy development in Korean at this stage enables learners to access and use texts in different modes and to explore and experiment with Korean with increasing independence. Students use familiar vocabulary and basic forms and structures including some honorific elements, recognising how communicating in Korean is different from communicating in their own language/s. They recognise that language use varies according to audiences, purposes and contexts, developing cultural knowledge and intercultural awareness. Through interactional routines where cultural appropriateness is embedded (for example, the teacher's consistent use of the informal polite sentence ender –어/아요 for instruction), students learn how to establish cultural appropriateness through language. Students reflect on their experience as Korean language learners and users and explore how language and culture influence each other. They develop metalanguage for discussing aspects of Korean language and culture and for comparing them with those of English.

Contexts of interaction

The Korean classroom is the primary context for language and culture experience, with some access, both face-to-face and digital, to a broader Korean-speaking network in the school and in the community such as peers, teacher assistants or community members. ICT resources such as emails, online chats or wikis provide access to extra authentic experiences of Korean language and culture, connecting learners' social worlds with those of Korean-speaking peers and the wider Korean community in Australia and worldwide. Learners may also access Korean-language events or resources in the community, such as inter-school activities, film festivals or cultural performances.

Texts and resources

Learners are engaged with a range of texts designed for language learning such as textbooks, audio recordings, teacher-generated materials and online resources including computer-based language learning materials, and authentic texts such as advertisements, greeting cards, songs, stories and notices, including those in digital form. Some authentic texts will be used for discussing and analysing cultural aspects and language use, for example, conversations, comic strips, excerpts from films (with subtitles) and television programs.

Features of Korean language use

Learners become familiar with the sounds of Korean and approximate pronunciation of Korean syllables in words and short phrases, noting meaningful sounds in Korean and their differences from English sounds. They are introduced to *Hangeul*, recognising its alphabetical nature and different shapes of vowel and consonant letters. They construct syllable blocks and combine them to write words, associating them with their corresponding spoken forms and noting the position of 받침 in syllable blocks. They become familiar with verb-final word order and use the -어/아요 ending at the end of sentence-final verbs recognising that it signals the end of a sentence with politeness embedded. They understand and apply basic elements of Korean grammar including major case markers and particles, informal polite verb endings, word order, pronouns, question words and descriptive and action verbs. They use a range of familiar vocabulary including numbers in two number systems with appropriate counters and infer meanings of some unfamiliar vocabulary from context. They recognise and use honorific elements in Korean grammar and vocabulary. They create their own texts consisting of short sentences in simple structures with some complex verb phrases introduced as set phrases. They understand meanings of culture-specific words or expressions and appropriately use basic expressions closely related to everyday life.

Level of support

Learning Korean as a new language at this level is supported by the provision of rich and varied language input in meaningful context. As the main source of target language input, the teacher of Korean provides a language- and culture-rich environment by giving ample language models and examples. Tasks are designed to be challenging but achievable independently or through pair or group work and to give students structured opportunities for practising and understanding the new language. Learners will need explicit instruction and explanation of the grammatical system and features in order to be able to discuss, clarify and analyse the language and to compare it with English. Continuous scaffolding and feedback from focus-on-form approach during interaction support learners to revise and monitor their language. Support material and resources include word lists, visual organisers, images, audio recordings and dictionaries (used with teacher support). Learners need regular opportunities to monitor and evaluate their language and culture learning.

The role of English

Learners are encouraged to use as much Korean as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is the main medium for instruction, discussion, explanation, comparison, analysis and reflection, but Korean may be used wherever it is possible to integrate language components students have acquired, for example, to get students' attention, to signal transition of topics or to check understanding. Learners develop a metalanguage for thinking and talking about language, culture and identity, and about their experience of learning and using Korean.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Interact with peers and teachers, using appropriate language and gestures to exchange greetings, wishes, and information about self, family and friends, routines, events, leisure activities, interests, likes and dislikes

[Key concepts: self, family, friendship, pastimes; Key processes: interacting, describing, expressing]

(ACLKOC001)



- greeting and farewelling others, introducing themselves, expressing states of wellbeing, appreciation and wishes, using informal polite language appropriate for familiar interlocutors, for example, 안녕하세요?; 저는 ...예요/이에요; 만나서 반가워요; 12살이에요; 7학년이에요; 안녕히 가세요/계세요
- describing friends, family members or pets, for example, 동생이 귀여워요, 눈이 커요, 앵무새가 예뻐요, 날개가 빨간색이에요
- describing routines, likes/dislikes, events and leisure activities, for example, 6시에 일어나요; 주말에 뭐해요? 바비큐를 해요; 무슨 운동/음식을 좋아해요? 크리켓을/볼고기를 좋아해요

Participate in collaborative activities that involve planning, making arrangements, negotiating and transacting, using different modes of communication

[Key concepts: activity, politeness, cooperation; Key processes: planning and managing tasks, role-playing]

(ACLKOC002)



- planning and making decisions on details and information in organising events, such as day, time, place, activity and participants, for example, 같이 가요, 언제/어디에서 만나요? 누가 해요?
- negotiating arrangement, indicating modality such as desire and possibility/capability, through the formulaic use of auxiliary verbs such as -고 싶어요 and -(으)를 수 있어요, for example, 무엇을 하고 싶어요?; 영화를 보고 싶어요; 할 수 있어요; 주말에 갈 수 있어요
- making arrangements and decisions using text types such as memos, emails, letters or text messages
- participating in real and simulated familiar transactions, such as ordering/purchasing food using the basic -어/아요 or -(으)세요 form, for example, 아이스크림 하나 주세요, 여기 있어요, 감사합니다, 감사합니다

Engage in routine classroom interactions and activities, developing language for a range of basic classroom functions and processes

[Key concepts: instructions, roles, routines; Key processes: participating, interacting, responding]

(ACLKOC003)



- asking and responding to questions, for example, 이것/저것이 뭐예요? ...예요/이에요. 알아요, 몰라요, 네, 아니요, 맞아요, 틀려요
- asking how to say something in Korean or English, for example, ...이/가/은/는 영어/한국어로 뭐예요?
- expressing opinions using formulaic phrases such as 제 생각에는/으로는 ...이/가 맞아요, for example, 제 생각에는/으로는 민수가 맞아요
- giving and following instructions and commands such as 일어나세요, 앉으세요, 쓰세요, 보세요, 들으세요, 따라하세요, 빨리 하세요
- interacting in classroom routines such as responding to the teacher during rollcalls, for example, ... 있어요? 네, (여기) 있어요; 아니요, 없어요; ...이/가 안 왔어요

Informing

Elaborations

Identify and classify factual information obtained from a range of spoken, written, digital and multimodal texts encountered in the media and in public spaces

[Key concepts: information, leisure, special occasions; Key processes: classifying, sequencing, comprehending]

(ACLKOC004)



- identifying context, purpose and audience of texts such as advertisements, signs, notices and brochures, recognising features of language use in different types of text
- locating, classifying and summarising data such as results of class surveys or factual information from notices, timetables and announcements; presenting findings to others, for example, in a digital visual presentation, poster or wall chart
- reading and viewing a range of texts (for example, promotional brochures and signs, websites and cards) to obtain and compile information about Korean places, lifestyles and practices
- gathering information, collaboratively or independently, about people, times and activities, and using the information in new ways, for example, creating a timeline, diary or timetable to show a sequence of activities

Present ideas and information obtained from different sources in a variety of ways for a different audiences such as listing, tabulating, sequencing or charting information

[Key concepts: community, lifestyle, event; Key processes: describing, composing, informing, using multimedia presentation technology]

(ACLKOC005)



- reporting, orally and in writing, on events in their immediate environments or personal worlds, such as a school/community event, celebration, excursion, or the arrival of a new student, for example, 토니는 아주 재미있어요, 토니는 김치를 안/못 먹어요
- presenting in the form of graphs or tables information collected from surveys, for example, results from a class survey about likes and dislikes, leisure activities or diets
- creating texts to present information or ideas to a particular audience, for example, to advertise an event, create a virtual tour of the school or report on a favourite band or type of music
- describing and classifying aspects of Australian culture for a Korean audience, for example, food/diet, daily life, significant places or cultural practices

Creating

Elaborations

Participate in imaginative experiences by listening to, viewing and reading texts, including online or digital texts, such as songs, stories and cartoons, sharing feelings, responses and ideas about aspects such as characters, settings and plots/events

[Key concepts: plot, character, message; Key processes: identifying, relating, describing]

(ACLKOC006)



- listening to and reading texts including those in online or digital form such as dialogues, cartoons, comics and stories, taking note of key words or expressions and of language features such as characters' use of the informal polite-style ending -어/아요
- identifying and describing characters, settings, events and key ideas in texts, asking each other questions such as 여기는 학교예요, 누구예요? 어디예요? 무엇을 하고 있어요? 왜요?
- expressing opinions about characters or settings in imaginative texts, using '... 같아요', for example, 뭐예요? / 뭐 같아요? 호랑이 같아요
- inventing a new aspect of a text, such as a new character, plot, object, perspective or an alternative ending

Create and perform a range of texts that express imagined experiences or events

[Key concepts: imagination, mode, genre; Key processes: creating, experimenting, presenting]

(ACLKOC007)



- composing and participating in dialogues and imagined interactions, explaining the relationships between characters and contexts in a short drama or skit, rap or poem, for example, 여우야, 여우야, 뭐 하니? / 여우님, 여우님, 뭐 해요?
- creating stories in different modes such as a video clips or digital photo stories based on imaginary characters, places and events
- creating texts to entertain others, for example, a comic strip or Big Book for younger students, a role-play or imagined exchanges to present to parents, or a poem for an online newsletter or magazine
- designing texts for real or imagined special occasions and imaginative games, such as greeting cards (for example, using 환영합니다, 축하합니다, 초대합니다), or board/electronic games (for example, using ideas from 윷놀이)

Translating

Translate simple idiomatic phrases and short texts such as labels, signs or short dialogues from Korean to English and vice versa, explaining perceived differences in meaning between the two versions

[Key concepts: equivalence; Key processes: translating, comparing, explaining]

(ACLKOC008)



Elaborations

- translating and interpreting personal texts collaboratively and with teacher support, noticing similarities and differences in language use and considering why these might exist, for example, 민수는/가 키가 커요, 착해요, 입어요/써요
- translating public signs or notices from Korean to English and English to Korean, comparing meanings and considering how effective the translations are and why
- using bilingual dictionaries and electronic translation tools, identifying issues such as multiple meanings of words, different words in the same sound/form (that is, homophones), the need to consider context and to understand that meaning goes beyond the literal, for example, 우리 집 (my house), 써요 (to wear/write/use/be bitter)

Create bilingual texts that refer to experiences, objects or events commonly encountered in both Australian and Korean contexts, considering how easily words or expressions translate and why some are more difficult to translate than others

[Key concepts: audience, comprehensibility; Key processes: interpreting, comparing, explaining]

(ACLKOC009)



- creating bilingual resources such as picture dictionaries or photo stories, including those in digital form, with bilingual captions and labels, for example, comparing photos of Korean and Australian classrooms for exchange students to each country and highlighting differences in the arrangement of furniture and wall displays
- designing bilingual signage, for example, names of school facilities for school maps (화장실, 매점, 교실, 음악실, 수영장, ...), explaining how well the translated labels represent the attributes of their designated items
- creating and using bilingual texts, including those in digital form, for specific audiences (for example, a Big Book or game for young learners of Korean, invitations to a class event or posters for a performance), noticing how meanings need to be tailored to take account of intended audience and cultural perspectives

Reflecting

Elaborations

Engage with Korean speakers and resources in the school and wider community through various media, including online technologies, noticing how interaction involves culture as well as language

[Key concepts: intercultural exchange, language, culture; Key processes: identifying, relating, describing]

(ACLKOC010)



- observing interactions between Korean speakers in different contexts in their immediate environments or from resources such as video clips or films, noticing cultural aspects and recording their similarities and differences in interactions in similar contexts in their own culture/s
- describing in spoken or written mode, or using digital technologies, a significant person relating to Korea or Korean language whom they have encountered, discussing their personal qualities, why that person is important to them, and how they are similar to or different from that person, for example, 저도 ...-고 싶어요. 요리를 잘 해요. 가수가 되고 싶어요. 나/저에게 중요해요
- reflecting on significant past encounters with Korean language and culture (and other languages and cultures that have shaped their thinking) such as by creating timelines of their lives, including visual representations
- describing and sharing encounters with Korean culture (for example, 설날, 한복, 세배, 찻돌, 연날리기), comparing them to traditional games, festivals or celebrations in their own culture, and reflecting on how these connections are important to their identity
- participating in guided discussion of the nature and role of 'culture' and its relationship with language, with reference to Korean, English and other known languages

Reflect on own identity, including identity as a user and learner of Korean, comparing observations made about experiences over time

[Key concepts: self, profile, identity; Key processes: noticing, comparing, discussing]

(ACLKOC011)



- communicating / sharing information about own identities in terms of cultural background and personal and social experience, using declarative and descriptive statements, for example, 저는 중국계 호주 사람이에요; (저는) 한국어 하고 스페인어를 해요; (저는) ... 화원이에요
- preparing information to exchange with Korean-speaking students, such as a class profile showing cultural backgrounds, languages used in the home, interests and values, and using resources such as photos, captions, quotes and symbols
- sharing ideas about how cultural aspects embedded in or accompanying Korean language use might be perceived differently in different cultures, for example, politeness, terms of address, and gestures such as bowing when greeting older people, using fingers when counting, or pointing with the index finger
- sharing feelings or ideas on the reciprocal benefits of learning and knowing each other's language and culture, for example, mutual understanding and friendship between themselves and peers from a Korean background

Understanding

Systems of language

Elaborations

Recognise features of the Korean sound and writing systems including Hangeul, making connections between spoken and written Korean texts

[Key concepts: sound discrimination, alphabetic system, syllable, syllable block, 받침; Key processes: identifying, distinguishing, relating]

(ACLKOU012)



- listening to and reproducing the sounds of Korean, noticing sound-symbol correspondence, for example, in consonants (발 versus 팔, 갈 versus 칼), in diphthongs transcribed as combinations of vowel letters (반가워요, 와요, 왜, 의사, 가위) and in tense consonants transcribed by double-consonant letters (살 versus 쌀, 자요 versus 짜요, 고리 versus 꼬리, 방 versus 뺑)
 - recognising the differences in intonation between statements, questions, requests and commands, for example, 가요; 가요?; 가요; 가요!
 - constructing syllable blocks in different shapes, where a consonant and a vertical vowel are positioned side by side (for example, 가), a horizontal vowel is positioned underneath a consonant (for example, 누), or a consonant or a consonant cluster is added as a syllable-final consonant (받침) under the first two types of syllable blocks, for example, 각, 눈, 닭
 - combining syllable blocks to write a word and applying spacing rules (띄어쓰기) and basic phonological rules (for example, 친구가 교실에서 책을 읽어요) when reading and writing
-

Understand and use aspects of the Korean grammatical system to form simple sentence structures, and identify features that are either specific to Korean or similar to English
[Key concepts: grammatical rules, grammatical terminology, forms, functions, syntactic relationship, honorifics; Key processes: understanding, applying, comparing, explaining]

(ACLKOU013)



- referring to self and things using first person pronouns (저, 제, 나, 내, 우리) ordemonstrative pronouns (이것, 저것, 그것)
- using basic particles to mark case and other basic functions of nouns in asentence, for example, -이/가, -을/를, -은/는, -에, -에서, -하고
- using basic verbsincluding copula (-이에요/예요) to describe state/quality or action in present or past tenses with the informal polite-styleending -어/아요 (for example, 좋아요, 예뻐요, 재미있어요/재미있었어요, 먹어요/먹었어요, 가요/갔어요), including some set phrases with auxiliary verbssuch as -고 싶어요, -(으)ㄴ 수 있어요 and -고 있어요, for example, 수영할 수 있어요
- understanding that descriptive verbs in Korean grammar havefunctions similar to adjectives in English (describing qualities or states and modifying nouns) but that they also behave like verbs in a sentence (conjugating and being used as the main verb)
- using question words to makequestions, for example, 누구, 무엇, 언제, 어디, 어떻게, 왜, 몇, 무슨, 어느
- using some honorific words and suffixes (for example, 드세요, 선생님, 일어나세요) and humble words (저/제) as partof formulaic expressions
- using simple sentence structures in the subject–object–verb order to make statements orask questions
- producing a sentence without a subject/object, which can be retrieved or inferred from context,for example, 지금 뭐해요? 공부해요
- using simple negation, placing 안 or 못 before a verb (for example, 안 가요, 못 해요) and replacing copula (-이에요/이에요) withits negative form (-이/가 아니예요)
- comparing word order in Koreanand English, such as the verb-final rule and how to count objects, for example, 사과 한 개 versus ‘one apple’

Recognise and use vocabulary relating to familiar environments and activities such as home, school, daily routines, leisure activities and cultural celebrations
[Key concepts: meaning, function, number systems, descriptive/ action verbs; Key processes: identifying, naming, describing, qualifying]

(ACLKOU014)



- discriminating between content words (words that have more to do with meaning, such as 나무 or 예뻐요) and function words(words that have less to do with meaning and more to do with grammatical functions, such as -이/가, 을/를, -은/는)
- identifying family members using basic kinship terms (어머니, 아버지, 동생, 언니, 오빠, 형)and others in school environments (선생님, 학생, 친구)
- usingvocabulary to describe people, animals or objects, for example, names of body parts (눈, 코, 입, 머리, 날개, ...) and colours(빨간색, 노란색, 갈색, ...)
- identifying familiar things, pets/animals, activities andplaces, using basic common nouns (운동, 수영, 축구, 요리, 음식, 사과, 오렌지, 집, 동물원, 공원, 영화, 코알라, 캥거루, 고양이, 강아지, 토끼, 호랑이, 여우, ...)including some words for Korean food (밥, 불고기, 김치, ...) and loan words from English (바비큐, 아이스크림, 크리켓, 텔레비전, 쇼핑, 컴퓨터, 조깅,...)
- identifying objects andfacilities in the school environment (책, 책상, 화장실, 매점, 교실, 음악실, 수영장, ...), known languages (한국어, 영어, 아보리진어, 스페인어, 중국어, ...)and countries they are spoken in (한국, 호주, 스페인, 중국, ...)
- using common descriptive/actionverbs to describe qualities/states (좋아요, 예뻐요, 재미있어요, 재미없어요, 키가 커요/작아요, 착해요, 귀여워요, 맛있어요, 맛없어요, 맛아요, 틀려요) and actions (가요,먹어요, 좋아해요, 공부해요, 일어나요, 알아요. 몰라요, 주세요, 앉으세요, 보세요, 들으세요, 쓰세요, 따라하세요, 미세요, 당기세요), including some abstract words such as중요해요
- qualifying actions orstates/qualities using basic adverbs (아주, 잘, 같이, 빨리, 천천히)
- marking time using time vocabulary 어제, 오늘, 내일, 주말, -요일 (월요일, ...)
- referring to what is being communicated / discussed using 이/그/저 (이 사과가 맛있어요), 이것/저것/그것 (이것이 영어로 뭐예요?) or 여기/저기/거기 whenreferring to a place (여기가 우리 집이에요)
- using numbers in Korean expressed in two different systems for different things (하나, 둘, 셋, ... versus 일, 이, 삼, ...)
- using basic counters and Arabic numeralswith appropriate pronunciations, for example, 사과 한 개, 학생 세 명, 11 살, 7 학년
- using basic honorific/humble words appropriately, for example, 저, 선생님, 생신
- using idiomatic expressions forgreeting, farewellling, for some learning activities and everyday interactions, for example, 안녕하세요? 만나서 반가워요, 안녕히가세요/계세요, 감사합니다, 감사합니다, 환영합니다, 생일 축하합니다, ... 같아요, ...게 ... 사람 (중국계 호주 사람), ... 회원이에요
- recognising some words related to celebrations, festivals or traditions in Korea, forexample, 설날, 세배, 첫돌, 연날리기, 한복

- recognising some specialised vocabulary, for example, 안전띠, 구명 조끼, 비상구, ...

Recognise textual structures and features characteristic of familiar personal, informative and imaginative texts, noticing how they contribute to the making of particular meaning
[Key concepts: genre, audience, structure; Key processes: identifying, sequencing, comparing]

(ACLKOU015)



- identifying the purpose, intended audience and key language features of short texts such as road signs or instructions, for example, 천천히; 미세요/당기세요
- identifying text-type conventions from familiar types of text such as letters, emails, or greeting/invitation cards, and comparing them with English, for example, salutations, the order of elements in an address, and format of the date, for example, ...에게, ...로부터, 4월 3일 금요일
- understanding how to create textual cohesion, using elements such as conjunctions to sequence and link ideas and maintain the flow of expression, for example, 그리고, 그러나, and making politeness levels consistent in a text through the use of the informal polite ending -어/아요 across sentences
- listening, viewing and reading for gist, context and purpose, drawing on knowledge of types of text, context and language features to predict and confirm meaning, for example, the use of imperative verb forms -(으)세요 and specialised vocabulary in an in-flight safety demonstration (안전띠, 구명 조끼, 비상구, 산소마스크, ...)

Language variation and change

Elaborations

Recognise that Korean language use varies according to contexts, situations and relationships
[Key concepts: context, variation; Key processes: recognising, collecting, analysing]

(ACLKOU016)



- identifying and discussing patterns in language use associated with gender, age, social status or purpose
- observing differences in communication that are informal and formal (for example, 안녕하세요? versus 안녕하십니까?)
- collecting and analysing samples of language from texts such as video clips or print/electronic forms of communication to explore differences in communicative style and expression between social groups in Korean and Australian cultures

Understand the dynamic nature of Korean and other languages
[Key concepts: language contact, word-borrowing, globalisation; Key processes: observing, identifying, classifying]

(ACLKOU017)



- viewing images of the original version of 훈민정음 and recognising that some letters in the original are not used in modern Korean script, for example ㅃ, ㅄ, ㅅ
- identifying loan words in Korean borrowed from other languages, for example, 텔레비전, 쇼핑, 컴퓨터
- identifying hybrid -하다 verbs where a loan word (noun) and -하다 are conjoined to behave as a verb, for example, 쇼핑해요, 조깅해요
- identifying words which have similar meanings and pronunciation across different languages, reflecting on the possible origins of such words and their associated cultures

Explore how language use and communicative practices can influence people's lives, thoughts and perceptions
[Key concepts: perceptions, influence; Key processes: mapping, distinguishing, comparing]

(ACLKOU018)



- identifying examples of language use that show membership of a particular social group, for example, slang, accents, jargon
- observing how differently abbreviated forms in multimedia and social media are accepted in Korean and English, for example, 'ASAP', 'RSVP', 쌤, 여친, 남친
- examining the presence of Korean language and culture in the Australian linguistic landscape (for example, signage, food, art and music, local newspapers, television or radio), and reflecting on how this is perceived by other cultural groups in Australia

Role of language and culture

Elaborations

Identify beliefs, attitudes and value systems reflected in their own everyday language use in English, other languages and Korean, comparing ways of communicating across cultures
[Key concepts: culture, language, interdependence; Key processes: identifying, analysing, making connections]

(ACLKOU019)



- identifying non-verbal expressions taken for granted in communication in different cultures, for example, the use/non-use of eye contact, bowing, nodding, pointing
- reflecting on individual words which may be interpreted differently by people who do not know Korean culture, for example, 우리 집, 우리 선생님
- discussing, questioning and explaining understanding of other cultures including Korean to others non-judgmentally, for example, without stereotyping
- understanding the significance of social conventions and cultural concepts, for example, 잘 먹겠습니다, 잘 먹었습니다
- exploring how politeness is expressed differently in Korean and English

Years 7 and 8 Achievement Standard

By the end of Year 8, students use Korean to interact with each other and teachers in classroom routines and activities, exchanging greetings, wishes, experiences, interests and information. They approximate different sounds and intonation patterns of Korean during spoken interaction, and construct and combine Hangeul syllable blocks appropriately to write words and sentences. They greet each other using formulaic language (for example, 안녕하세요?; 만나서 반가워요; 안녕히 가세요/계세요) and exchange basic personal information. They ask and respond to simple questions using an -이에요/예요 or -어/아요 verb ending appropriately (for example, 13살이에요; 이것/저것이 뭐예요?; 뭐 (무엇을) 해요?; 수영해요). They maintain interaction by using formulaic expressions or set phrases to give simple feedback (for example, 알아요/ 몰라요, 네/아니요, 맞아요/틀려요) and to offer their own opinions (for example, 제 생각에는/으로는 ...이/가 맞아요). Students give and follow simple instructions such as 일어나세요, 앉으세요, ..., make simple arrangements (for example, 같이 가요, 언제 만나요?) and engage in transactions such as making and responding to polite requests (for example, 아이스크림 주세요). They negotiate wishes and express possibility or capability using set phrases (such as ...-고 싶어요, ...-(으)ㄴ 수 있어요). Students use familiar vocabulary to describe familiar objects, people, pets, routines and contexts (such as 책, 사과, 빨간색, 아버지, 어머니, 고양이, 월요일, 화요일, ..., 주말, 학교, 집) and appropriate grammatical elements such as basic case markers and particles, for example, -은/는, -이/가, -을/를, -에, -에서, -하고 and -(으)로 (as an instrumental case particle) in simple sentences. They describe present and past events (for example, 영화가 재미있어요; 영화가 재미있었어요) and express aspects of action or appearance in set phrases (such as ...-고 있어요, ... 같아요). They ask questions using a range of question words, and make negations by using 안/못 for common verbs and by replacing copula ...이에요/예요 with a set phrase ...이/가 아니예요. They describe quality or state (for example, 좋아요, 예뻐요, 재미있어요/재미없어요, 커요/작아요, 맛있어요/맛없어요) and action (for example, 가요, 먹어요, 좋아해요, 공부해요), and use a suffix -았/았- for past events (for example, 갔어요). Students refer to themselves using different forms of first person pronouns (for example, 저, 제, 나, 내, 우리) appropriately and refer to objects using pronouns 이것, 저것 or 그것 according to the context. They use some honorific words and suffixes as part of formulaic expressions (for example, 드세요, 선생님). They express numbers using pure Korean and Sino-Korean number systems, basic counters and Arabic numerals with appropriate pronunciation, in appropriate word order (for example, 사과 한 개, 학생 세 명, 12살, 8 학년). They create texts using modelled sentence structures, formulaic expressions and set phrases. They build text cohesion by using basic qualifying adverbs (such as 아주, 잘, 빨리, 같이), time adverbs (such as 어제, 오늘) and basic conjunctives (such as 그리고, 그러나) and by maintaining consistency in the use of polite verb endings and honorific elements. Students translate texts, predicting meanings by relying on knowledge of their first language, of textual features and of key words, including loan words from English. They create simple bilingual texts in different modes and formats, identifying culture-embedded language such as 우리 used in the context where it means 'my' in English (for example, 우리 집, 우리 선생님). They compare their experiences of learning and using Korean, identifying how the experience of learning Korean has broadened their intercultural perspectives and understanding of other cultures.

Students describe how Korean is used not only in Korea and in the Korean community in Australia but also in the global context. They explain how languages and cultures change through contact by giving examples of Korean words known and used in other languages, loan words in contemporary Korean borrowed from English, and words with similar meanings or pronunciation across languages such as Korean, Chinese, Japanese and some European languages. They demonstrate their understanding of the alphabetic nature of Hangeul by identifying consonant and vowel letters and explaining how to combine them to construct a syllable block and explain how Hangeul was created to correspond to the Korean sound system. Students explain basic features of Korean and English using metalanguage and applying their understanding of rules for writing Hangeul, for pronunciation, for grammar and for text organisation in Korean. They identify how politeness is expressed explicitly and systematically through grammar and vocabulary in Korean and describe how the level of politeness in speech style is determined by the age and social relationships of participants in interactions in Korean. They describe how the spoken and written forms of a language change over time for example, by differentiating between older and modern versions of Hangeul script. They demonstrate their understanding of the close relationship between language and culture by describing how Korean language reflects ways of thinking and behaving associated with Korean people and their lifestyles. They adjust their language use to suit situations and contexts and use non-verbal elements in culturally appropriate ways when using Korean.

Years 9 and 10

The nature of the learners

Students have prior experience of learning Korean 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 within 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 Korean may feature in these.

Korean language learning and use

Learners use Korean with increasing confidence to communicate and interact, within familiar and some unfamiliar contexts. They access and exchange information, express feelings and opinions, participate in imaginative and creative experiences and basic transactions relating to everyday life, and compose, interpret and analyse texts in different formats and modes, drawing on their prior knowledge, personal experience and other curriculum areas. They write texts in *Hangeul* for different audiences and purposes, using modelled and rehearsed language, gradually gaining independence. They perform tasks that involve spoken and written Korean independently and in collaboration with peers, and access and interact with the virtual community of Korean speakers and learners worldwide. They are increasingly aware of the nature of language learning as a cultural, social and linguistic process, understand that language varies and changes, and engage in and reflect on intercultural experiences. They develop a metalanguage for comparing and contrasting aspects of language and culture. They reflect on their own linguistic and cultural practices from intercultural perspectives.

Contexts of interaction

The language classroom is the main context of interaction for learning and using Korean, involving interactions with teacher, peers, a wide range of texts and resources. Learners may interact with some additional people such as teacher assistants, exchange students, visitors to school or members of the wider community or peers in Korea encountered via communication technologies including some computer-mediated communication tools. They may also have opportunities to encounter Korean 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 support materials such as textbooks, videos, media texts and online resources including those developed for computer-supported collaborative learning. They have increasing exposure to authentic texts produced for Korean-speaking communities such as films, stories, songs, poems, newspaper articles, video clips, blogs and social media texts.

Features of Korean language use

Learners have an increasing control over Korean pronunciation, writing in *Hangeul* and using vocabulary, forms and structures, and textual features. They approximate the pronunciation at syllable boundaries applying relevant Korean pronunciation rules, and write polysyllabic words that include 받침 using correct spelling. Their vocabulary expands to some abstract and expressive words and those drawn from other learning areas. They use various grammatical forms and structures, including a range of particles and basic conjunctive suffixes, with suitable vocabulary, to suit their communicative needs, such as expressing and exchanging opinions, making transactions, or collaborating with others in different tasks. They recognise a range of more complex grammatical forms and structures used in texts and understand more complex relationships between ideas and events, using some of them as set phrases. They develop understanding of how language structures and features build up textual features in Korean texts. They become increasingly familiar with the use of honorific elements in Korean and other cultural practices accompanying language use, developing awareness of the interconnectedness of language and culture. They understand language varies according to the context, audience and purposes, recognising the importance of age and social relationship in language choice in Korean. They reflect on how language changes with social cultural changes, and on their own language use. They have increasing awareness of their identity as users of two or more languages and reflect on how their own sense of identity has developed and changed through intercultural experiences encountered while learning Korean language and culture.

Level of support

Learners need opportunities for more autonomy and responsibility in their own learning such as monitoring their own language performance, learning needs and progress. Continued support from the teacher is needed for their learning of Korean with these challenges. The teacher gives explicit instruction and explanations on complex grammar structures and culture-specific or abstract vocabulary. Scaffolding, implicit and sometimes explicit modelling and feedback are provided during interactions in task-based activities designed from form-focused approach. Learners continue to access online and print resources and dictionaries, and use online journaling, video documenting, and discussion forums for self-monitoring and reflecting.

The role of English

Learners use Korean for daily interaction, discussion and exchanges with the teacher and peers. English is used as the medium of some instruction, discussion, comparison, analysis and reflection on complex and abstract ideas. While Korean is encouraged to be increasingly used wherever possible in these domains, English is used as the medium where in-depth and detailed delivery appropriate to learners' age and the level of cognitive demand are beyond their linguistic scope in Korean.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate and sustain interactions to develop relationships with peers and adults, to exchange ideas, opinions and feelings and to reflect on own and others' responses

[Key concepts: youth, relationship; Key processes: communicating, explaining, using communication strategies]

(ACLKOC020)



- initiating a conversation by using expressions appropriate to the context and the audience such as 지금 뭐해요? 어디 가요? 어제 ...봤어요? and developing the conversation on topics of mutual interest, for example, 주말에 시간 있어요? 네, 시간 있어요. 그런데 토요일 오후와 일요일에干嘛해요. 토요일 아침에 뭐 해요? 아홉시부터 열 두시까지 운동해요
- exchanging and describing opinions and ideas, expressing hopes and feelings, and giving reasons for plans, for example, 왜 한국어를 배워요? 소라가 좋아서 한국어를 배웠어요. 어느 선생님한테서 배웠어요? 방학 때 뭐 할 거예요? 한국에 갈 거예요. 시험이 끝나서 기분이 좋아요
- using communication strategies such as asking for clarification/repetition and indicating concession, for example, ...이/가/은/는 무슨 뜻이에요? 다시 말해 주세요.干嘛해요

Contribute to collaborative planning, decision-making, problem-solving and transactions, providing ideas or suggestions and considering options

[Key concepts: contribution, prioritisation, alternatives; Key processes: discussing, negotiating, comparing]

(ACLKOC021)



- participating in planning and decision-making with others, such as arranging a class excursion or a birthday party, for example, 소라의 생일 파티에서 무엇을 할까요? 춤도 추고 노래도 불러요. 한국 노래를 할 줄 알아요? 네, 아리랑을 할 줄 알아요. 그러면 한 번 해 보세요
- making transactions in either authentic or simulated situations such as shopping in a Korean shop, purchasing goods such as fashion items, food or a mobile phone and checking the receipt to confirm the price and information relating to the purchase, for example, 이 모자가 얼마예요? 모자가 예쁘지만 너무 작아요. 더 큰 모자를 보여 주세요. 써 보세요, 영수증 좀 보여 주세요
- planning collaboratively for an event by participating in scenarios related to travelling or living in Korea, for example, living with a host family, seeking medical treatment, or using transport, for example, 지하철을 타면 빨리 갈 수 있어요; 맛이 어때요? 김치가 매워요. 하지만 맛 있어요; 머리와 목이 아파요
- applying for services or opportunities such as student exchange programs, scholarships or fundraising, explaining reasons for the application, for example, 일 년 후에 한국으로 여행 갈 거예요. 그래서 한국어를 열심히 공부해요 ...

Use classroom language to participate in shared activities and everyday routines, such as asking for clarification and responding to others' requests and questions

[Key concepts: mutual respect, task, participation; Key processes: discussing, clarifying]

(ACLKOC022)



- participating in reflective activities and evaluations of classroom experiences using language such as 어떻게 생각해요? 제생각에는 ..., 아마 ..., 글썄요, -(으)ㄴ/는 것 같아요
- checking understanding and indicating understanding or not understanding (알겠어요? 네, 알겠어요/아니요, 모르겠어요)
- giving and following instructions such as 책을 책상 위에 놓으세요; 쓰지마세요 and requesting clarification, for example, 다시 설명해 주세요; 무슨 뜻이에요?
- asking for and making suggestions relating to shared activities, for example, 무엇을 먼저 이야기할까요? ...한 데 물어 보세요

Informing

Extract information from a range of short spoken, written, digital or multimodal texts in Korean, analysing and organising the information for particular audiences

[Key concepts: perspective, representation, concepts from other learning areas; Key processes: extracting, analysing, summarising, using computer-mediated communication tools]

(ACLKOC023)



Elaborations

- recording and synthesising information from media texts, including television programs, reports, interviews, video clips, documentaries and social networks
- organising and categorising information, selecting modes of presentation such as tables, concept maps, web postings and charts to inform particular audiences
- summarising information from various texts that reflect different aspects of Korean culture, art, history and geography relating to social or environmental issues, for example, 태풍은 한국에 보통 여름에 와요. 그렇지만 가을에도 가끔 와요
- reporting information in print and digital forms, for example, Korean cultural elements represented in sites such as web pages
- deducing from context and explaining to others the meaning and cultural references of unfamiliar words or expressions such as words used in idioms or old sayings encountered in different types of text, such as 그림의 떡

Convey ideas or viewpoints from different perspectives to various audiences in familiar contexts using different modes of presentation

[Key concepts: content, audience, mode; Key processes: selecting, constructing, presenting]

(ACLKOC024)



- describing aspects of Australian culture for a particular audience, for example, the physical environment, specific celebrations or features of cuisine, including explanations of expressions such as 'the bush' or 'fair go'
- creating texts such as brochures, cartoons, notices, blogs or video clips to introduce Korean culture or lifestyle to Australian friends, parents or peers on social networking websites or to the general public, for example, 한국은 7월과 8월에 아주 더워요. 그래서 여름에 ...
- presenting information on different elements or perspectives on ideas such as seasons, festival food, costumes, entertainment (games, sports, dances, music ...), specific cultural practices associated with festival days, for example, on 설날, 추석, in various modes (for example, concept maps, flow charts and tabulations, graphics or captioned photographs)
- explaining to others a procedure or practice, for example, a recipe, the rules of a sport or a board game, instructions on caring for a pet/animal, or fashion tips, for example, by giving priority to classified information using 첫 번째, ..., 두 번째, ...
- conveying information about different viewpoints on topics of interest such as sustainability, health or environmental issues, for example, 호주의 강과 호수는 깨끗해요

Creating

Respond to imaginative texts such as stories, films or illustrations, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences

[Key concepts: themes, relationship, imagination; Key processes: comparing, interpreting, explaining]

(ACLKOC025)



Elaborations

- listening to, reading and viewing imaginative texts in various modes, such as stories (print, digital or multimodal), films, paintings, songs or video clips, and responding by expressing views, 제 생각에는 ..., -(으)ㄴ/는 것 같아요
- identifying key ideas, messages, main events and characters and creating a new scene, story development or video clip using parody
- exchanging views on imaginative texts such as songs, stories, television programs and films, making connections with own experiences
- reading stories such as Korean folktales, discussing associated ideas and values (for example, attitudes towards greed, jealousy or loyalty), considering how these relate to contemporary society and own cultural experience, for example, 소가 된 게으름뱅이

Create imaginative texts that draw on past experiences or future possibilities for the purpose of self-expression and performance for others

[Key concepts: culture, narrative, creativity, imagination; Key processes: creating, performing, entertaining]

(ACLKOC026)



- composing own texts such as films, posters, comics or short stories about imaginary people, places or experiences, for example, setting a story in the past or future, creating a new species, a new planet, space travel, or virtual reality
- illustrating and captioning imaginative stories in various formats such as cartoons, graphic stories or photo stories, using descriptive and expressive language, for example, 호랑이는 아름다운 날개가 필요했어요; 날개가 생겼어요; '와, 대단해요!'; '아니, 이럴 수가!'
- creating and presenting performances such as role-plays or skits based on imaginative stories and scenarios that involve language related to time (for example, 옛날에, 처음에, 다음에, 마지막에, 끝) and emotional expression (for example, 신났어요, 무서웠어요, 슬펐어요, 기뻐요)
- creating a range of texts to entertain particular audiences, for example, songs and video clips, skits, graphic stories for peers, children's books and cartoons suitable for younger learners of Korean

Translating

Translate and interpret informative and imaginative texts for peers and the community, taking account of different audiences and contexts, identifying and explaining culture-specific aspects

[Key concepts: equivalence, representation, perspectives; Key processes: translating, interpreting, comparing, evaluating]

(ACLKOC027)



Elaborations

- translating short texts such as announcements, notices, songs, advertisements, or extracts from stories and films, considering audiences and contexts and reflecting on how cultural elements are encoded in common words or expressions, for example, the use of family terms, titles and terms of address, and the way of answering negative questions (안 했어요? 네, 안 했어요 / 아니요, 했어요) and of using 가다/오다 from a perspective different from that involved in 'go/come' (언제 우리 집에 와요? 지금 가요!)
- comparing translations of familiar texts such as instructions or children's stories to determine the ages of intended audiences and any differences in contexts (such as relationships and the degree of formality), noticing how these are taken into account differently in the translated and original versions
- using print dictionaries and electronic translators to support the translation process, including doing 'back translations', considering why a word or expression does or does not translate readily and reflecting on possible ways to translate words and expressions without losing their original meaning, for example, 세배, 새해 복 많이 받으세요, 쌀밥/보리밥
- analysing a familiar text in its translated form (for example, a nursery rhyme, children's story, advertisement or web page translated into Korean), noticing what has or has not been effectively translated, considering the challenges of the translation and how the text could be improved

Create bilingual texts for the wider community, such as notices, instructions, promotional material, performances or announcements, considering cultural aspects of each language

[Key concepts: interpretation, bilingualism; Key processes: interpreting, composing, explaining]

(ACKOC028)



- providing bilingual captions for images of Korean or Australian scenes to explain cultural references, for example, bush, beach or city images
- producing bilingual texts in different formats including digital texts such as captioned photos, notices, signs and instructions, for particular audiences in familiar contexts, for example, for intending international students to Korean or Australian schools, highlighting key terms and expressions associated with the context, such as 과목 (수학, 과학, 사회, 역사, ...), 수업 시간, 과외 활동
- conveying information and providing instructions to others in a range of bilingual texts including those in digital or online form, for example, a car park ticket, a health brochure/announcement, or instructions for a computer game
- creating bilingual texts to inform others in the local community, for example, a poster to announce a lunchtime concert or fundraising food stall, a display for a local venue such as a library, youth club or flea market, for example, 힙합 동아리에 오세요! 청바지를 팝니다; 이 메일로 연락하세요

Reflecting

Interact with Korean speakers and resources, recognising that intercultural communication involves shared responsibility for meaning-making

[Key concepts: norms, commitment, reciprocity; Key processes: questioning assumptions, adjusting, reflecting]

(ACKOC029)



Elaborations

- interacting with Koreans, noticing social norms and practices such as the use of personal space, gender roles, respect for older people, boyfriend or girlfriend relationships, same-sex hand-holding, and acceptable topics of conversation (for example, 몇 살이에요?), and considering own reactions
- describing their experience of authentic or virtual interaction involving Korean language and culture, for example, face-to-face interaction with community members through excursions or at Korean festivals, web-chatting, or other forms of social networking
- monitoring, recording and reflecting on intercultural experiences, examining aspects that were unexpected, comfortable or uncomfortable, successful or unsuccessful, and considering possible reasons for such feelings of comfort/discomfort
- recognising that social values such as politeness can be expressed differently in different cultures, and understanding features of Korean etiquette such as avoiding direct refusal, aiming to please by answering a question even if they don't know the answer, expressing gratitude through actions and not necessarily language (for example, limited use of 고맙습니다, 감사합니다) and waiting to be invited to eat or drink

Reflect on own identity and on how it is affected by the experience of Korean language learning
[Key concepts: identity, values, judgment; Key processes: observing, reflecting, explaining]

(ACLKOC030)



- gathering examples of language/s used by various people in different contexts, including the Korean language spoken by Koreans in different social/age groups and in different places, and discussing how the examples reveal aspects of identity
- discussing challenges and rewards they feel during intercultural interactions and how the experience of learning and using Korean challenges preconceptions or stereotypes and helps them to revise own attitudes
- recounting personal stories, in oral, written or digital forms, about significant encounters, explaining why they consider them significant
- monitoring own language use and sense of identity across a range of intercultural interactions, such as by using a blog or journal, and considering personal experience, perspectives and values about being a learner and user of Korean
- sharing with others the ongoing influence of Korean language learning on the shaping of their identity

Understanding

Systems of language

Understand and use key features of Korean sound and writing systems, including pronunciation, intonation and print conventions, applying this understanding to own speech and writing

[Key concepts: pronunciation, spelling, punctuation, correspondence; Key processes: recognising, analysing, relating, experimenting]

(ACLKOU031)



Elaborations

- recognising and reproducing sounds of Korean in sentences consisting of multiple clauses, attending to pauses and intonation to identify clause sequences and types of sentences
- pronouncing syllable blocks in a word, making appropriate changes to the sound on syllable boundaries according to pronunciation rules, for example, pronouncing such words as 한국어, 같이, 감사합니다, 먹고 and 어떻게 as 항구거, 가치, 감사합니다, 먹꼬 and 어떡케
- experimenting with pronunciation rules and intonation collaboratively with peers
- using basic punctuation in writing, including a question mark (?) for questions and a full stop (.) for other types of sentences
- using spacing and spelling rules in reading and writing, recognising their differences to English, for example, 소라가 방에 있어요 versus 소라가 방에 있어요

Extend grammatical knowledge of Korean language, including the range of forms and functions of particles, suffixes, verb endings and irregular verb forms

[Key concepts: grammatical structures, modality, irregularity; Key processes: analysing, classifying, applying, explaining]

(ACLKOU032)



- modifying nouns using an adjectival form of a descriptive verb suffixed by -(으)ㄴ, for example, 예쁜 꽃, 맑은 물
- using particles such as -한테/에게, -한테서/에게서, -(으)로 (instrumental and directional), -보다, -와/과, -만, -도, -부터 and -까지, including honorific case markers -께, -께서, -께서는
- recognising the meaningful parts of a verb, for example, 먹+어요
- expressing ideas or events relating to the future, suggestions, plans and hopes using forms such as -(으)ㄹ 거예요 and -(으)ㄹ까요?
- learning how to ask and answer negative questions, for example, 숙제를 안 했어요? 아니요, 했어요 / 네, 안 했어요)
- connecting clauses using basic conjunctive suffixes (clausal connectives) -어/아서, -고, -(으)면, -지만
- using basic complex-verb structures such as -어/아 주다, -어/아 보다, -지 말다 with an -어/아요 ending to express provision, trial and prohibition (읽어 주세요, 입어 보세요, 쓰지 마세요)
- expressing time using structures such as: a noun + 때/동안; a noun + 전/후에, for example, 방학 때; 일 년 동안; 한 달 전/후에
- using some basic irregular verbs, such as 들어요 (듣다), 불러요 (부르다), 더워요 (덥다), 추워요 (춥다), 아름다워요 (아름답다)
- expressing relative location using a structure: a noun + a location word + 에, for example, 식탁 위에 상자가 있어요
- expanding metalinguistic knowledge by receptive use of:
 - intimate copula verb ending (a noun + (이)야)
 - expressions of intentions and likelihood: -겠어요, -(으)ㄹ 것 같아요
 - conjunctors connecting clauses (-(으)니까, -(으)러)
 - complex structures such as -어/아야 하다, -어/아도 되다, with the informal polite ending -아/어요 (가야 해요, 먹어도 돼요), recognising that they are in the same structure as -어/아 주다, -어/아 보다 and -지 말다 (verb stem + suffix + auxiliary verb) and that the auxiliary verbs add meanings such as obligation, permission and attempt
 - complex structures connecting verbs with various functions (to be introduced as a set phrase, for example, -기 때문에, -기 위해(서))
 - levels of politeness in speech, for example, formal polite, informal polite, intimate, for example, 해, 해요, 합니다
 - honorific suffix -시-, for example, 하십니다, 가르칩니다

Understand and use a range of vocabulary associated with different aspects of everyday life, such as basic honorific or humble words, and identify culture-embedded words and expressions

[Key concepts: honorification, idioms, terminology, culture;

Key processes: specifying, predicting, applying]

(ACLKOU033)



- using a range of common nouns and verbs for everyday interactions at home and school on familiar and broader topics (for example, 방학, 시험, 춤, 노래, 여행, 추다, 부르다, 배우다, 하다, 말하다, 끝나다, 만나다, 놀다, 사다, 팔다, 생기다), including words for clothing (for example, 모자, 바지, 쓰다, 입다) and transportation (for example, 버스, 기차, 자동차, 지하철, 타다) and loan words from English (for example, 파티, 이메일, 인터넷)
- recognising and using some abstract vocabulary in the school context (for example, 과목, 수업, 과외 활동, and names of school subjects such as 수학, 과학, ...)
- using descriptive vocabulary to describe emotions (for example, 무섭다, 슬프다, 기쁘다, 신나다), senses (기분, 맛, 맵다, 짜다, 아프다, 덥다, 춥다) and appearance (아름답다, 깨끗하다)
- using abstract vocabulary relating to cognitive activity (for example, 뜻, 생각(하다), 필요하다)
- recognising the difference between 나 and 저 referring to self and using them appropriately according to the audience, for example, peers or adults
- indicating comparative quality using 더, for example, 더 커요
- expressing relative frequency of events (for example, 가끔, 보통, 자주, 언제나)
- using common adverbs such as 다시, 먼저, 한번, 열심히
- indicating time/seasons using 오전, 오후, 주말, 아침, 점심, 저녁, 봄, 여름, 가을, 겨울
- using Korean cardinal and ordinal numbers appropriately with counters, for example, 스무 잔, 백 장, 천 송이, 첫 번째
- using honorific or humble words such as 분, 주무시다, 계시다, 말씀, 드리다
- identifying culture-embedded Korean words and expressions in context, for example, 추석, 새해 복 많이 받으세요, 쌀밥/보리밥, 아리랑
- using vocabulary related to youth culture such as 동아리, 힙합, including some hybrid words (for example, K-팝)
- using reflective vocabulary such as 아마, 글썽요
- using location words, for example, 앞, 뒤, 위, 아래, 옆
- inferring meaning of unfamiliar words or expressions from context, for example, 게으름뱅이 (소가 된 게으름뱅이), 연락하다 (이메일로 연락하세요), 그림의 떡
- using idiomatic expressions as communication strategies or to enhance the interest of audiences, for example, 제 생각에는 ..., -ㄴ/은/는 것 같아요, 괜찮아요
- using some special vocabulary in Korean to express ideas drawn from other learning areas, for example, 태풍, 강, 호수
- using exclamatory vocabulary and expressions (for example, 와, 대단해요! 아니, 이럴 수가!)

Analyse and compose different types of texts, considering issues such as coherence, cohesion, and the relationship between textual conventions and audiences and contexts
[Key concepts: coherence, cohesion, textual conventions; Key processes: analysing, explaining, composing]

(ACLKOU034)



- identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects (for example, using 나 instead of 저 in an advertisement to make the target audience identify with the social group that would use the goods being advertised)
- exploring and identifying basic cohesive devices in texts such as:
 - consistent use of the informal polite-style ending –어/아요 throughout texts of multiple sentences
 - agreement of honorific elements such as particles, words and suffixes in a sentence (for example, 선생님께 꽃을 드려요; 할머니께서 주무세요; 저에게 말씀해 주세요; 그분은 누구세요?) and throughout the text
 - use of conjunctive adverbs, for example, 그런데, 그래서, 그러면, 그렇지만, 하지만 and conjunctive suffixes (clausal connectives) such as –고, –어/아서, –(으)면
- creating short texts, (print or digital), with a focus on textual coherence and cohesion

Language variation and change

Elaborations

Explore how Korean is used in varying ways for different purposes and audiences in different social and cultural contexts and situations by comparing different registers and styles used in texts in different modes

[Key concepts: formality, register, language modes; Key processes: observing, analysing, relating, comparing]

(ACLKOU035)



- identifying differences in language use in different social and cultural contexts and relating them to differences in the roles and relationships of participants in the interaction, for example, noticing the use of 반말 (안녕히 가세요 versus 잘 가)
- examining variations in language used in face-to-face and written and digital communication, particularly noticing colloquial language and how it differs from standard forms, for example, more frequent use of contractions, acronyms, omission of case markers/particles and informal style
- identifying levels of formality or register of language used in texts and explaining reasons for this, for example, the use of formal language when communicating with people in authority to show respect, the use of informal language in commercials to create a sense of familiarity

Explore and reflect on the nature of language change in response to changing cultural and social conditions
[Key concepts: globalisation, social conditions, intercultural contact, popular culture; Key processes: reflecting, discussing, explaining]

(ACLKOU036)



- understanding how *Hangeul* was created in response to the need for a writing system that would reflect the sound system of spoken Korean in 15th-century Korea; reflecting on how its creation has impacted on the Korean language and culture and people's lives up until now, discussing the role of script in aspects of culture in everyday life
- discussing possible reasons for changes in Korean language use, such as exposure to other languages, changing contexts of use and the development of digital technology
- exploring how globalisation has accelerated the use of English words and expressions in Korean language use, discussing advantages and disadvantages in the blending of languages
- examining how acronyms or short forms of words are used in Korean and in English, discussing how these forms reflect people's changing lifestyles

Understand the symbolic nature and power of language in local and global contexts
[Key concepts: culture, power, symbolism; Key processes: exploring issues, analysing, discussing]

(ACLKOU037)



- understanding the nature of language that reflects and may effect changes in peoples' way of thinking and in aspects of society, finding examples from Korean, English and other known languages (for example, discouraging the use of language that implies social discrimination or replacing it with alternatives or newly created vocabulary)
- identifying the function and power of cultural expressions such as stories, symbols, icons and anthems, for example, 단군신화, 애국가, 아리랑, 태극기, the Dreamtime, Aboriginal and Australian flags
- exploring and discussing how and why new products and practices from other cultures are adopted, typically with terminology in the language/s associated
- collecting and discussing examples of language impacting on society and culture, drawing on other learning areas such as history, social studies and the arts

Role of language and culture

Elaborations

Analyse and comment on cultural and linguistic practices indifferent contexts and reflect on own and others' communicative practices

[Key concepts: norm, value system, intercultural understanding; Key processes: analysing, reflecting, critical thinking]

(ACLKOU038)



- examining cultural backgrounds underlying culturally appropriate body language, gestures and verbal expressions in Korean and other languages
- reflecting on diverse interpretations of everyday language use in Korean, including body language and gestures, and identifying Korean cultural elements, making comparisons with own language, for example, possible interpretations of such expressions as 어디 가요? and 밥 먹었어요? as either greetings or genuine questions, depending on the context
- recognising that cultural values, customs and practices are constantly changing and are evident in language use, for example, the use of kinship terms to refer to people who are not blood relations, such as 오빠/형, 언니/누나, 이모, 삼촌
- recognising that language use can reflect and express cultural identity; that multiple languages exist in both Korea and Australia, including indigenous languages; and that many people are multilingual and value this capability as an integral part of their identity

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Korean to interact with peers, teachers and other Korean speakers in face-to-face, local and virtual communications. They exchange information and opinions about personal and immediate interests and experiences and about broader topics of interest to young people such as environmental issues, globalisation or technology. They approximate pronunciation of polysyllabic words, making mostly appropriate changes in sounds on syllable boundaries (for example, pronouncing such words as 한국어, 같이, 감사합니다, 먹고 and 어떻게 as 항구거, 가치, 감사함니다, 먹꼬 and 어떠케). They write Hangeul following writing conventions. Students initiate conversations (for example, 지금 뭐 해요? 어디 가요?), and sustain interactions by asking and responding to each other and building on each other's responses (for example, 주말에 시간 있어요? 네, 토요일 오후에 시간 있어요. 토요일 아침에 뭐 해요? 아홉 시부터 열 두 시까지 운동해요, ...). They use appropriate facial expressions and gestures. They express understanding (for example, 알겠어요; 모르겠어요), request clarification (for example, 무슨 뜻이에요? 다시 설명해 주세요), ask for opinions (for example, 어떻게 생각해요?) and provide their own opinions using reflective language as set phrases (for example, 글썽요, 아마 ..., 제 생각에는 ..., ...-(으)ㄴ/는 것 같아요). They ask for and make suggestions (for example, 무엇을 할까요? 해 보세요). Students analyse and extract information from different print, digital and multimodal sources, drawing on the context to help comprehension and using their knowledge of vocabulary, grammatical forms and structures relating to time, location, cases, honorifics, basic sentence types and text formats. They create and present informative and imaginative texts in different formats and in different modes, expressing experiences and views for different purposes and audiences. They use a range of particles for various functions and modify a noun using an adjectival form of a descriptive verb suffixed by -(으)ㄴ (for example, 예쁜 꽃). They use some irregular verbs (such as 들어요, 추워요) and verb phrases in complex structures as set phrases to express provision (for example, 읽어 주세요), prohibition (for example, 쓰지 마세요), trial (for example, 읽어 보세요) and ideas or events relating to the future (for example, 갈 거예요, 할까요?). They express two ideas or events in different relationships using conjunctors such as -어/아서, -고, -(으)면 or -지만 as appropriate to connect clauses. Students make comparisons using -보다 더 ... (for example, 오늘이 어제보다 더 추워요) and express time duration using ... 때/동안 (for example, 방학 때, 일 년 동안). They express the relative frequency of events using adverbs such as 가끔, 보통, 자주, 언제나 and the relative locations of objects/people using location words (such as 앞, 뒤, 위, 아래, 옆) in a formula: a noun + a location word + 에 (for example, 식탁 위에). They refer to self using either 나 or 저 appropriately according to the context. They use some basic conjunctive adverbs such as 그래서, 그런데, 그럴지만 and 하지만 to establish cohesion in texts. Students translate and create simple bilingual texts across Korean and English, comparing different versions, identifying reasons for different interpretations and ways to retain and convey original meanings in translated texts. They recount their reactions to intercultural experiences and exemplify how their personal experiences and assumptions influence their language use and perspectives.

Students explain how language use is adjusted to different purposes and audiences in different contexts and situations by providing examples from differing spoken and written forms of Korean. They compare situations where it is or is not appropriate to use 반말 and other features of language such as text messaging or colloquial forms of expression in Korean, English or other known languages. They describe how languages change over time and through contact with other languages and cultures by identifying possible examples of such change in Korean and other languages. They relate grammatical elements in Korean such as case markers, particles, suffixes, and verb endings to their grammatical functions by explaining them using metalanguage (case, politeness, honorification, 반말, 높임말, native Korean/Sino-Korean). Students explain how cultural values and ideas are embedded in language use, including their own, and identify how language reflects ways of thinking, views of the world and everyday cultural routines, drawing on examples from Korean, English and other languages.

The Australian Curriculum Languages - Modern Greek

Overview

Context statement

The place of the Modern Greek language and culture in Australia and the world

Modern Greek is the official language of Greece and Cyprus. It is spoken throughout the world – wherever there are Greek-speaking communities. One of the major characteristics of the extensive Greek Diaspora is the maintenance of the Greek language and culture, especially in Australia, the United States, Canada, Britain, Germany, countries of Latin America and Africa, and areas around the Black Sea, the Balkans, the Mediterranean and the Middle East. Modern Greek is also one of the official languages of the European Union.

The Hellenic civilisation and language have significantly shaped Western civilisation, particularly in the areas of science, the arts, architecture, medicine, mathematics, literature, politics and philosophy. Modern literature and thought in particular have been influenced by the works of Homer and the ancient Greek playwrights, philosophers and historians. The Greek language gives expression to a rich and varied culture and tradition and is still used widely in many fields to coin new terms. The study of the etymology of English words with Greek origins helps in not only the understanding of English and other languages, but also a broad range of other areas of study.

The first Greek people who came to Australia arrived in the 1820s and since then there have been waves of Greek migration to Australia, in particular throughout the early 1900s and prior to World War II. The largest periods of mass migration occurred between the 1950s and 1970s. The migrants' need to maintain Greek identity through language, culture and religion contributed towards the Greek language flourishing in the home and in the delivery of Greek in after-hours school settings.

Historically, Greeks have made and continue to make a significant contribution to the development and enrichment of Australian society, not only in the areas of commerce, agriculture, industry, trade, education, the arts, medicine, law, politics, government and scientific research, but also in cultural and lifestyle influences.

The place of the Modern Greek language in Australian education

After the early settlement of Greeks in Australia, after-hours community schools were set up to teach the language, predominantly to children of Greek immigrants. From the 1970s, due to government policies supporting multiculturalism, Modern Greek programs were introduced at all levels in the Australian education system, including tertiary level, offering all students regardless of their background the opportunity to study Modern Greek.

Modern Greek is currently taught across all school sectors and contexts.

The nature of Modern Greek language learning

The modern standard version of Modern Greek (*Neoelliniki: Νεοελληνική*) is the demotic form of the written and spoken language and is the official language taught worldwide. It is an alphabetic (non-Roman) language, with 24 letters, and has remained relatively unchanged since ancient times. Modern Greek is a phonetic language, with a simple form of accentuation and highly structured grammar and syntax. Although many English words are derived from Greek, the language structure is very different. There are, for example, marked differences in the use of articles, gender agreement for adjectives and nouns, verb conjugations, declensions of nouns and variations in word order. These distinctive features influence how Modern Greek is taught in the classroom. They will be seen through the key text types and processes chosen as a vehicle to develop learners' understanding of them and in the context for interactions through which learners will develop the skills for their sustained use.

The diversity of learners of Modern Greek

Due to the passage of time, shifting trends in migration and the changed nature of the learner, Modern Greek is no longer the exclusive domain of students of Greek background. Learners of Modern Greek in Australian schools come from a diversity of backgrounds, including learners for whom this represents a first experience of learning Modern Greek. Learners of Modern Greek may also be background speakers or second-, third- or fourth-generation Australians who may have connections to the customs and traditions of their heritage but whose linguistic knowledge may be limited or non-existent.

The Australian Curriculum: Languages for Modern Greek is pitched to second language learners, the dominant cohort of learners in the Australian context. There are two learning pathways for students: the Foundation to Year 10 Sequence and the Years 7–10 (Year 7 Entry) Sequence. Teachers will use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to personalise learning experiences.

For students learning Modern Greek for the first time in a school language program, a key dimension of the curriculum involves understanding the cultural dimension that shapes and is shaped by the language. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in language and cultural experiences, to develop new ways of seeing and being in the world, and to understand more about themselves in the process.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Modern Greek are available as PDF documents.

Languages - Modern Greek: Sequence of content

Languages - Modern Greek: Sequence of Achievement - F-10 Sequence

Languages - Modern Greek: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum Languages - Modern Greek Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Children enter the early years of schooling with established communication 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 Modern Greek language and culture.

Modern Greek language learning and use

Modern Greek is learnt in parallel with English language and literacy. While the learning of Modern Greek differs from the learning of English, each supports and enriches the other. Modern Greek is used in classroom interactions, routines and activities, supported by the use of materials and resources, gestures and body language. At this stage, there is a focus on play, imaginative activities, games, music, dance and familiar routines, which provide scaffolding for language development. Learners listen to the sounds and patterns specific to the Modern Greek language and try to reproduce them through activities such as rhymes, songs, clapping and action games. Repetition and consolidation help learners to identify high-frequency words and simple phrases, and to recognise the purpose of simple texts. Learners identify and use Modern Greek non-verbal communication strategies, including gestures, and experiment with one- or two-word responses and simple expressions when prompted. They progress to using Modern Greek for functions such as greeting, asking and answering questions (*Πώς σε λένε; Τι κάνεις; Τι κάνουνε;*), responding to directions (*έλα, έλατε, κάθισε, καθίστε, σήκω, σηκωθείτε*), singing songs, and taking turns in games and simple shared tasks. There is a natural transition from spoken to written language. Learners use a variety of cues, including images, context and frequently used word patterns, to comprehend texts and communicate.

Contexts of interaction

Learners interact with each other and the teacher within the learning environment. The use of information and communication technologies (ICT) enriches the experience of Modern Greek language and culture by providing alternative modes of learning, numerous resources and opportunities to access authentic language in different contexts.

Texts and resources

Learners engage with a variety of spoken, written and visual texts such as traditional children's songs and nursery rhymes, stories from big books, plays and interactive resources. Writing skills progress from alphabet recognition to tracing, labelling and copying letters, then to constructing simple, short texts using familiar vocabulary.

Features of Modern Greek language use

Learners become familiar with the sound system of the Modern Greek language, such as syllables using consonants and vowels, and new sounds, such as the guttural *γ*, *ρ* and *γκ* and *ξ* and *ψ* in words. They learn to identify and write letters, words and simple sentences using the Greek alphabet, making comparisons with the English alphabet. They begin to notice that Modern Greek speakers may communicate in ways which are different to their own, and that language can be used in a variety of ways.




Level of support

Rich language input characterises the first stages of learning. Learning experiences are supported by the teacher through scaffolding, modelling, cueing, monitoring, feedback and encouragement. Multiple and varied sources of input and stimulus are used, including visual cues and resources such as pictures, realia, objects, maps and charts.

The role of English

Modern Greek is used whenever possible as the medium for class interaction. English is used for discussion and explanation. This allows learners to share ideas about differences and similarities between Modern Greek and other languages and cultures, and how language and culture are interconnected, giving them opportunities to consider perspectives other than their own and to reflect on their learning.

Foundation to Year 2 Content Descriptions

Communicating	
Socialising	Elaborations
<p>Interact with peers and teacher using simple language and gestures for exchanges such as greetings and farewells, thanks, introductions and sharing information about self and family</p> <p>[Key concepts: self, relationship, social exchange, naming; Key processes: greeting, interacting, introducing]</p> <p>(ACLMGC103)</p> 	<ul style="list-style-type: none"> using greetings relevant to the time of day, <i>καλημέρα, χαίρετε, καλησπέρα, καληνύχτα</i>, celebration or event, <i>χρόνια πολλά</i>, and relationship to the other person, for example, <i>γεια σου, γεια σας</i> introducing self and others, for example, <i>Με λένε ... Εσένα;/Εσάς; Εσένα πώς σε λένε; Να η μαμά μου</i> sharing information about and describing self and others, for example, <i>Είμαι έξι χρονών, Εσύ; Είμαι αγόρι, Είμαι κορίτσι</i> using formulaic expressions in everyday situations, for example, <i>παρακαλώ, ευχαριστώ</i>, imitating Greek speech, and incorporating appropriate gestures and body language
<p>Participate in guided activities and simple exchanges, such as songs, rhymes, and games, using simple repetitive language</p> <p>[Key concepts: play, performance, action learning, exchange; Key processes: participating, performing, taking turns]</p> <p>(ACLMGC104)</p> 	<ul style="list-style-type: none"> singing and adapting rhymes, action songs, rap, lullabies and counting songs such as <i>Γύρω, γύρω, γύρω, μέσα, μέσα ... έξω, έξω, έξω, Κεφάλι, χέρια, πόδια, Ένα, δύο, τρία κουνελάκια, Πάνω τα χεράκια, Το δαχτυλίδι</i> performing actions when singing songs and chants making simple transactions using modelled language such as <i>Μια μπανάνα παρακαλώ, ορίστε, ευχαριστώ, παρακαλώ</i>, for example, in role-playing playing games such as matching pairs, memory games and bingo to reinforce vocabulary
<p>Participate with teacher and peers in class routines and activities, such as following instructions and taking turns</p> <p>[Key concepts: routine, sharing; Key processes: shared reading, following instructions]</p> <p>(ACLMGC105)</p> 	<ul style="list-style-type: none"> following classroom instructions, for example, <i>σήκω, σηκωθείτε, έλα, ελάτε, ελάτε μέσα, καθίστε, Έλα εδώ, Πήγαινε έξω, Κλείσε την πόρτα, Σβήσε το φως</i> participating in routine exchanges, such as opening and closing lessons, <i>Καλημέρα παιδιά, Χαίρετε κυρία</i>, naming the day of the week, <i>Σήμερα είναι Δευτέρα</i>, responding to the class roll, <i>εδώ, λείπει, παρών, παρούσα</i> and moving between activities, for example, <i>Ελάτε, Καθίστε στη μοκέτα/στο χαλί</i> taking turns in games and action songs using repetitive language <i>Σειρά σου, Έλα Άννα</i> and songs such as 'Περνά περνά η μέλισσα, Η μικρή Ελένη, Γύρω γύρω όλοι', 'Beat the champ', 'Buzz'
Informing	Elaborations

Identify key words and information with guidance, in simple written, spoken, digital and visual texts

[Key concepts: language, texts; Key processes: listening, gathering, naming, grouping]

(ACLMGC106)



- listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures (hot and cold, the owl song)
- identifying key words from different written and spoken texts by labelling, matching, selecting, miming and using actions, for example, on an interactive whiteboard
- obtaining information from multimodal texts to identify, describe, draw and name a variety of people and objects
- sorting and categorising information, using graphic representations such as tables, for example, to record likes and dislikes; masculine, feminine and neuter words

Share and present information about self, family, friends and possessions, using gestures, labels, pictures and modelled language

[Key concepts: self, family, friends; Key processes: naming, labelling, showing, describing]

(ACLMGC107)



- using familiar vocabulary and simple sentences to create texts about self, family, friends and possessions, such as a family album, a class picture dictionary or a family tree
- contributing to classroom resources that involve naming, labelling and illustrating, using digital technologies, for example, a favourite photos wall, a word wall
- giving information about self, family, friends, and possessions by writing captions or attaching word bubbles to drawings or photos, using digital technologies
- using simple sentences and supporting gestures to communicate informally about self, friends and favourite possessions, for example, *Παίξεις νέτμπολ*; lifting head/eyebrows to answer 'no', hand action to show *Έτσι κι έτσι*, lifting head and shoulders to convey not knowing something

Creating

Participate in shared imaginative activities and respond in a variety of ways such as through predicting, singing, chanting, play-acting and movement

[Key concepts: character, story; Key processes: action learning, participating in shared reading]

(ACLMGC108)



Elaborations

- reading shared imaginative digital and online texts, repeating words and rehearsed language patterns, and making predictions about the storyline and characters, using cues from the heading, symbols, pictures and words in the text
- performing songs, chants and rhymes in response to an imaginative digital or online text, for example, *Η πολύ πεινασμένη κάμπια*, experimenting with different expressive effects, such as using simple gestures or different voices
- interacting with a character or puppet in an imaginary situation or setting, for example, 'Spot the dog', *Πού είναι ο Σπότης; Τι κάνει ο Σποτ;*
- acting out their favourite character or event from a shared story and making simple statements, for example, *Είμαι η Μορμύ.*

Create and participate in shared performances and imaginative activities using familiar words, phrases, captions and language patterns

[Key concepts: imagination, expression; Key processes: performing, captioning]

(ACLMGC109)



- creating and presenting Big Books, storyboards or digital texts based on imaginary scenarios in familiar contexts, using images and captions, for example, *Ο Σποτ ...*
- creating a puppet play or dramatic performance based on an experience or aspect of a story, song, poem or cartoon, for example, *Μορμώ*
- creating rhymes, nonsense phrases and songs using rehearsed language, adding Greek dancing, clapping and gestures, for example, *Όπα, Ποπό!*
- performing chants, rap, rhymes and songs, and using music and actions to support meaning, for example, *Περνά περνά η μέλισσα, Μια ωραία πεταλούδα, Αχ Κουνελάκι, Φεγγαράκι μου λαμπρό, Να το, να το το αστράκι*

Translating

Translate familiar words or phrases using visual cues or word lists, explaining the meaning of particular words, gestures or expressions

[Key concepts: language, vocabulary, meaning; Key processes: demonstrating, explaining, comparing]

(ACLMGC110)



Elaborations

- comparing words and phrases in Greek and in other known languages, observing similarities or differences in terms, for example, the word for 'mum' is similar in many languages (mum – *η μαμά*,) and the word for pineapple is 'ananas' in more than 25 languages
- making comparisons between Greek and English words, noticing similarities, for example, *το αλφάβητο, το βάζο, ο Σεπτέμβριος, η σαλάτα, το λεμόνι, η μπανάνα*
- demonstrating to others the ways in which Greek people greet each other non-verbally and how body language is used to communicate 'yes' or 'no', 'not bad', 'What's the problem?', 'Why?' and 'Wow!' *Ποπό!*

Create simple print or digital texts in Greek and English, such as captions and labels, for the immediate learning environment

[Key concepts: meaning, equivalence; Key processes: labelling, displaying]

(ACLMGC111)



- making and displaying labels in Greek for common objects in the classroom, for example, *Η πόρτα, το τραπέζι, τα μολύβια*
- compiling and displaying illustrated Greek–English and English–Greek picture or digital dictionaries
- matching Greek and English words, for example, name tags, through playing games such as memory or snap

Reflecting

Elaborations

Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in Greek
[Key concepts: communication, difference, respect; Key processes: noticing, comparing, reflecting]

(ACLMGC112)



- using some Greek expressions and spontaneous exclamations when interacting with peers, for example, *ποπό, έλα, άντε, γρήγορα, σταμάτα, μη μιλάς, μη μιλάτε, όπα!, μπράβο!* and noticing differences in the use of language, voice or body language
- reflecting on differences in ways of communicating with each other in English and Greek, such as greeting (kissing on both cheeks) and how body language is used to express `yes` or `no` or `not bad`, recognising that these gestures are not used in formal situations
- describing the experience of using Greek, for example, when singing a song or hearing Greek spoken by others
- comparing aspects of own and Greek children's lifestyles, such as interacting with family members, for example, daily greetings in the family, main meal of the day

Describe aspects of self, such as family, school/class and language/s, recognising how these are part of one's identity
[Key concept: self; Key processes: describing, noticing]

(ACLMGC113)



- identifying self as belonging to family, class or peer groups and representing these relationships through drawing pictures or adding captions to photos, for example, *Εγώ, Είμαι έξι, Να η οικογένειά μου, Να η φίλη μου, Να ο σκύλος μου, Τον λένε Φρίξο*
- identifying languages they speak or are learning or with which they are familiar and stating with whom they speak these languages
- recognising own use of words, expressions or behaviours that make them who they are, such as words from different languages, ways of celebrating or communicating that may not be familiar to other people
- identifying how cultural symbols reflect identity, such as flags, national costumes, the owl as a symbol of education, famous buildings and treasures, national emblems, sporting emblems/jerseys, and reflecting on own identity

Understanding

Systems of language

Elaborations

Recognise and reproduce the sounds and letters of the Greek alphabet, identifying how they are represented in words, and read vowel–consonant combinations, including the most common digraphs/diphthongs such as *ou* and *μπ*

[Key concepts: stress, intonation, letters, pronunciation; Key processes: listening, reading, recognising]

(ACLMGU114)



- building phonic awareness by pronouncing and writing alphabet letters with familiar sounds, for example, *Oo, Ii, Ee, Aa, Kk, Tt, Ll, Pp, Ss, Mm, Nn, Hh, Yu, Ow, Bb, Zz, Φφ*, and building to more unfamiliar sounds, for example *Γγ, Pp, Δδ, Θθ, Ξξ, Ψψ, Χχ*
- experimenting with sounds, rhythms, intonation and stress
- noticing that there are 24 letters in the Greek alphabet with individual names and that there are upper case and lower case letters, seven vowels and 17 consonants, and that 'ς' (*τελικό σίγμα*) only appears on the ends of words
- locating and highlighting specific alphabet letters and accent marks in names, and categorising names according to their first consonant
- developing pronunciation and intonation skills by singing, reciting and repeating alphabet names in context, for example, songs
- focusing on those letters that are different and initially difficult and correctly pronouncing words starting with the sounds *Ψψ* and *Ξξ* (*ψάρι, ξύλο*), recognising that these two sounds only appear in the middle or at the end of words in English
- recognising and making simple syllables from vowel–consonant combinations, for example, *μα, με, μη, μι, μο, μυ, μω* and understanding that syllables can be joined together to make words such as *α-λά-τι* and *μά-τι*
- recognising the most common digraphs, including *ou* as in *μου* and *μπ* as in *μπαμπάς*

Understand elements of grammar such as word order, verb forms and personal pronouns related to questions, commands and short sentences, and develop vocabulary to describe self, friends and family

[Key concepts: grammar, sentence, word order; Key processes: naming, noticing patterns]

(ACLMGU115)



- recognising the order of words in phrases and sentences, for example, *η μαμά μου, Δεν κάνει κρύο, Να η θεία μου*
- observing that the accent mark indicates emphasis, for example, *το βιβλίο, η γάτα, ο σκύλος*
- recognising that all nouns, in particular names in Greek, have an article and gender, for example, *η Άννα, το σκυλί, ο μπαμπάς*
- understanding that adjectives have gender, for example, *κόκκινος, κόκκινη, κόκκινο, μεγάλος, μεγάλη, μεγάλο, καλός, καλή, καλό*
- using adverbs to show where, for example, *έξω, μέσα, εδώ, εκεί, πάνω, κάτω, γύρω*
- using simple adjectives and adverbs to enhance sentences, for example, *Κάνει λίγο κρύο, Σ' αγαπώ πολύ μαμά! Το σπίτι είναι πολύ μεγάλο*
- using verbs in the first person to describe aspects of self, for example, *Είμαι αγόρι, είμαι έξι, έχω γάτα*
- recognising terms for common everyday nouns, for example, *η πόρτα, η καρέκλα, το σπίτι, ο μπαμπάς*
- responding to and issuing commands, for example, *έλα εδώ, κάτσε κάτω*
- responding to questions which include verbs in the second person, singular or plural, such as *Πόσω(ν) χρονών είσαι; Τι κάνετε;*
- developing number knowledge for numbers up to 29 and using them in sentences such as *Είμαι έξι*
- beginning to use conjunctions such as *και*

Recognise features of familiar spoken, written and visual texts, such as songs, labels and captions

[Key concept: text; Key processes: recognising, identifying]

(ACLMGU116)



- listening to, reading and viewing different simple texts in Greek, understanding that texts can be short or long; and spoken, written, digital, visual or multimodal; for example, songs, chants, labels, captions, stories and dialogues
- identifying Greek from a selection of spoken or written texts from other languages represented in the classroom or in the school
- comparing similar texts in Greek and English and noticing how they are the same or different, for example, a counting song, street signs or labels at a market

Language variation and change

Elaborations

Recognise that in Greek, greetings and forms of address vary according to such things as the time of day, age, gender and relationship of participants

[Key concepts: register, relationships; Key processes: selecting, noticing]

(ACLMGU117)



- using appropriate form of address or greeting depending on gender, age and social status of participants, and time of day, for example, using *Γεια σου* or *Τι κάνεις;* with peers and *Γεια σας* or *Τι κάνετε;* when speaking to adults, using *Καλημέρα, Γεια σας, Χαίρετε, Καλησπέρα* or *Καληνύχτα* depending on the time of day, using first names when greeting friends but adding a salutation when addressing teachers/adults: *Γεια σας κυρία Αγγελική*
- recognising that there can be different forms of address for the same person, for example, *μαμά, μητέρα*

Recognise that Australia has speakers of many different languages, including Greek, and that languages borrow words from each other and sometimes use the same alphabet symbols and vocabulary

[Key concepts: language, change, word borrowing; Key processes: noticing, comparing]

(ACLMGU118)



- understanding that the 26 English alphabet letters (Latin/Roman alphabet), have their roots in the Ancient Greek alphabet, recognising the similar order of letters and comparing lower and upper case Greek and English alphabet letters
- understanding that there are many everyday words and names in English that have Greek origins, for example, alphabet, Chloe, disco, echidna, eucalyptus, hippopotamus, mathematics, school, story, telephone, Timothy, Zoe
- understanding that there are many technical/scientific words in English that have Greek origins, for example, astronaut, chemist, dentist, disc, physiotherapist, telescope, thermometer

Role of language and culture




Recognise that the languages people use reflect their culture, such as who they are, where and how they live, and find examples of similarities and differences between Greek and their own ways of communicating

[Key concepts: norm, culture; Key processes: making connections]

(ACLMGU119)



Elaborations

- exploring the meaning of 'culture', considering different lifestyles and symbols such as flags, including the Aboriginal flag and the Torres Strait Islander flag

- understanding that traditional cultures reflect conditions and resources in particular environments and contribute to the sustainability of communities

- exploring the significance of different cultural practices, activities and games, for example, using a *κομπολόι*, making wreaths for 1 May, making masks or kites for *Απόκριες*
- recognising words that reflect aspects of culture, for example, *γλέντι, κέφι, χρόνια πολλά, όπα!*
- understanding that particular Australian English terms and expressions have no equivalent in Greek, for example, 'billabong', 'corroboree', 'the bush'

- recognising features of Greek language interactions which may be similar to own ways of communicating, such as politely speaking to an adult, or different from own ways of communicating, for example, physical contact when farewelling someone

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, (for example, *Καλημέρα, Με λένε Γιώργο*) and their family and exchange greetings, farewells, (for example, *Γεια σου, Καληνύχτα*) and express thanks such as *Ευχαριστώ πολύ*. They use simple, repetitive language when participating in shared activities and simple exchanges, respond to simple instructions such as, *Έλα εδώ*, and imitate frequently used classroom language, for example, *Όλοι μαζί, Μπράβο, Κλείσε την πόρτα*. When speaking, they reproduce distinctive sounds and letters of the Greek language such as, *γ-γάτα, ρ-νερό, μπ-μπαμπάς, ξ-ξέρω, ψ-ψάρι, ου-μου*. Students identify specific words, such as names of people (for example, *Ο Γιάννης*), places (for example, *το σχολείο*) or objects (for example, *η γόμα*), in simple spoken and written texts and respond to imaginative experiences through singing and performing. They present information about themselves (for example, *Το σκυλάκι μου*), their family (for example, *Να η γιαγιά μου*), friends (for example, *οι φίλοι μου*) and possessions such as, *το βιβλίο μου*, using gestures and modelled language. They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns (for example, *Σ' αγαπώ μαμά*). They use vocabulary related to their classroom and family (for example, *Η οικογένειά μου, Η τάξη μου*). They recognise questions such as, *Τι κάνετε*; and commands such as, *Καθίστε κάτω*, and use short sentences with appropriate word order, verb forms and personal pronouns to communicate about themselves, their family and classroom (for example, *Είμαι έξι, Να η μαμά μου, Να το σχολείο μου*). They translate frequently used words and simple phrases relating to their immediate environment, using visual cues and identifying similarities and differences. They give examples of ways the Greek language sounds and looks different from other languages that they bring to the classroom.

Students identify how letters of the Greek alphabet are represented in words and read vowel–consonant combinations (for example, *τα, τε, τη, τι, το, τυ, τω*). They identify features of familiar texts such as songs, labels and captions. They provide examples of the different titles and greetings that are used to address people in different situations (for example, *κύριε, κυρία*). They list different languages that are spoken in Australia and identify words in English that have been borrowed from Greek and vice versa. They identify similarities and differences between Greek and their own language and culture.

Modern Greek

Years 3 and 4

The nature of the learners

At this level, children are developing awareness of their social worlds and of their memberships of various groups including the Modern Greek class. They are further developing literacy capabilities in English, such as writing in the Roman alphabet, and this helps to some degree in learning Modern Greek. They benefit from multimodal, activity-based learning which builds on their interests and capabilities and makes connections with other areas of learning, including English and other languages.

Modern Greek language learning and use

Learners interact with peers and the teacher in a variety of communicative activities where grammar, vocabulary and pronunciation are purposefully integrated. They primarily engage in a variety of listening and viewing activities, and understand familiar stories, songs and poems. Language use remains at a simplistic, repetitive level within familiar and predictable contexts. Students use simple language structures, vocabulary and phrases (*Τι καιρό κάνει σήμερα; Χρόνια πολλά*). They understand basic grammatical features such as the position of the possessive pronoun (*η μαμά μου*), and the importance of the use of articles (*η Άννα*), and apply them in their own speech and writing. Specific language learning skills such as memory and communication strategies are developed. Listening skills are developed further, and through constant repetition and consolidation learners ask and respond to questions, give information, and read and write simple texts. With extensive support, students use their imagination to create short songs, games and performances. They discuss and begin to explore the significance of certain traditions, practices and values and the language associated with these, such as *25^η Μαρτίου, Απόκριες, 28^η Οκτωβρίου*.

Contexts of interaction

The contexts in which learners interact in learning and using Modern Greek are primarily the classroom and school, with some sharing of their learning at home. Students may have access to wider communities of Greek speakers and resources through out-of-classroom activities and the use of virtual and digital technology. They work independently and cooperatively, further developing their sense of personal as well as group identity.

Texts and resources

Learners develop literacy skills through interacting with a range of spoken, written, visual and multimodal texts. Procedural, informative and descriptive texts, for example, recipes, weather reports and family descriptions, show how language is used in different ways and for different purposes.

Features of Modern Greek language use

Learners begin to develop a metalanguage for understanding and discussing language features, and make connections and comparisons between English and Modern Greek. For example, they understand that in English there is one word for the definite article ('the'), whereas in Greek the definite article changes according to case, gender and number (*ο, η, το, οι, οι, τα*). Comparing the structures and patterns of Modern Greek to those of English helps learners understand both languages, helping in the development of their overall literacy skills. At this level, learners have control of writing the Greek alphabet letters.

Level of support

This stage of learning involves extensive support through scaffolding. Teachers model what is expected, introduce language concepts and resources needed to manage and complete tasks, and make time for experimentation, drafting and redrafting, providing support for self-monitoring and reflection. Support includes a range of spoken, written, visual and interactive resources, such as puppet plays, songs, YouTube clips and digital games.

The role of English

Learners are encouraged to use Modern Greek as much as possible for classroom routines, social interactions, structured learning tasks, and language experimentation and practice. English is used for discussion, explanation and reflection, as learners become aware of the interdependence of Greek language and culture and how these systems connect and compare to their own language and culture.

Years 3 and 4 Content Descriptions

Communicating

Socialising

Interact with peers and teacher to exchange personal information about everyday routines involving school and home environment

[Key concept: everyday routines (home and school); Key processes: interacting, participating, exchanging]

(ACLMGC120)



Elaborations

- asking and answering questions to exchange information about self and family, for example, *Πού είναι ο κύριος Παναγιώτης; Να τος. Πού είναι η μαμά σου;*
- asking for and sharing information about daily and classroom routines, for example, *Πού είναι το μολύβι; Εδώ. Τι μέρα είναι σήμερα; Σήμερα είναι Δευτέρα. Τι μήνας είναι; Είναι Μάρτιος, Τι ημερομηνία έχουμε σήμερα; Έχουμε 18 Μαρτίου, Ποια εποχή έχουμε; Έχουμε καλοκαίρι, Τι καιρό κάνει σήμερα; Κάνει κρύο. Βρέχει. Δε βρέχει. Ούτε κρύο, ούτε ζέστη.*
- using common responses and appropriate body language in response to frequently asked comments or questions, for example, *ναι, μ'αρέσει, δε μ'αρέσει*, understanding that lifting the head means 'no' and is used only in informal situations
- exchanging simple correspondence such as notes, invitations or messages in print or digital form

Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges, such as cooking or craft activities, creating a display or taking part in a role-play

[Key concepts: collaboration; creativity; Key processes: contributing, participating]

(ACLMGC121)



- preparing, rehearsing and performing an item for an audience, such as a school assembly, another class or parents
- collaborating with peers on tasks, such as designing a poster for a significant event, for example, *25^η Μαρτίου, Απόκριες*
- following simple procedures and using modelled language for shared activities, such as making a simple dish from a recipe (*κουλουράκια, λουκουμάδες, φρουτοσαλάτα*) and naming ingredients, or following instructions in a craft activity
- participating in a role-play, for example, buying goods from a shop, using props (*Καραγκιόζη, Τάκη the bear*) to engage in conversation

Participate in everyday classroom activities, such as asking for permission, requesting help, asking how to say or write something, and praising or encouraging peers

[Key concepts: communication, support; Key processes: speaking, contributing, taking turns]

(ACLMGC122)



- asking for permission and requesting help using set phrases, for example, *Θέλω βοήθεια, ελάτε κυρία, δεν καταλαβαίνω*
- asking how to say or write a word or expression, for example, *Πώς το λένε;*
- praising and encouraging peers, for example, *Μπράβο σου, Ωραία, Προσπάθησε, Έλα, Πάλι!*
- using words, phrases or interjections which can be used in conversation, for example, *Α καλά, έτσι μπράβο, Ποπό! Ωραία! Όπα!*

Informing

Elaborations

Locate key information about everyday contexts and routines from written, spoken, digital and visual texts

[Key concepts: home, self, others; Key processes: identifying, selecting, recording]

(ACLMGC123)



- surveying classmates regarding their likes, interests, routines and activities, and tabulating the results, for example, in birthday charts or graphs
- reading profiles and stories in print and digital form about people and animals, and creating a display with names and short descriptions, for example, *Το λιοντάρι είναι μεγάλο, Το ποντίκι είναι μικρό*
- locating information relating to school activities in a Greek context, for example, from a sister-school, and comparing with own daily schedule/routine
- identifying points of information in short spoken texts with some unfamiliar language, for example, some items on a recorded shopping list

Convey and present information about self, others, home and school life, using simple statements and support materials such as photos, maps, digital texts and displays or charts

[Key concepts: home, school, information; Key processes: selecting, presenting]

(ACLMGC124)



- creating print or digital texts to describe people, objects or their favourite pets/animals, for example, *Να ο Τάσος, Είναι δέκα χρονών, Του αρέσει να παίζει φούτμπολ, Είναι από την Ελλάδα, Μένει στην Αδελαΐδα, Το σπίτι μου, Να η κουζίνα, Να το μπάνιο, Να το αρνάκι, Είναι μικρό*
- creating a class profile from information collected from peers, for example, creating a chart or database to identify favourite sports, food or colours
- presenting information on events or topics of possible interest to children of their own age in Greece or Cyprus, using multimodal resources and authentic materials as support, such as menus, artefacts, brochures, maps
- selecting information gained from print, visual and oral texts to design a digital display model or class book, for example, a class timetable or a map of their school for their sister-school in Greece or Cyprus

Creating

Elaborations

Participate in shared imaginative activities and respond by acting out events, identifying favourite elements, and making simple statements about characters

[Key concepts: response, action, expression; Key processes: participating, imagining, interpreting]

(ACLMGC125)



- listening to, viewing and reading stories, such as Aesop's fables, or stories by contemporary Greek authors, in a range of text types, and responding to questions about characters, themes and events
- comparing a Greek myth or legend to myths and legends of a country of the Asia region, such as China, and highlighting the similarities and differences in characters, events and moral of the story



- creating a timeline of the main events of a story using pictures, words and simple sentences
- performing a scene from a Greek myth (Theseus and the Minotaur, Icarus, Hercules, Cyclops, Persephone) using simple, modelled language

Create and perform short spoken and written imaginative texts such as dialogues or collaborative online stories, using formulaic expressions and modelled language

[Key concepts: fantasy, humour, imagination; Key processes: experimenting, creating, performing]

(ACLMGC126)



- creating and performing simple imaginative texts, using movement or drama to animate characters and to give expression to events in texts, for example, acting out scenes from a story, adopting the profile of a character, creating a dance to accompany songs
- modifying texts such as songs, for example, by substituting words in a well-known song or tune (*Η Μικρή Ελένη, Βγαίνει η βαρκούλα, 'Bob the Builder'*)
- creating a new story such as a digital picture book using favourite characters from imaginative texts (*Ηρακλής, Μορμώ, Σποτ*) and adding captions using formulaic expressions and modelled language, for example, *Μια φορά και έναν καιρό, Τέλος, Και ζήσαν αυτοί καλά κι εμείς καλύτερα.*

Translating

Translate and interpret words, phrases and sentences used in familiar environments such as school and home, recognising how they may have similar or different meanings to words in English or other known languages

[Key concepts: equivalence, personal world; Key processes: translating, identifying, labelling]

(ACLMGC127)



Elaborations

- playing matching games with Greek and English word cards, for example, days of the week, months, seasons or vocabulary associated with weather
- translating simple sentences into Greek, such as requests in the classroom, to understand the gist, noticing how meaning changes when translating into English, as in the case of expressions of politeness, for example, *Ένα μολύβι, παρακαλώ* or *Θα ήθελα ένα μολύβι, παρακαλώ* (A literal translation of *Μπορώ να έχω ένα μολύβι, σε παρακαλώ*; would not be used in Greek.)
- translating signs or phrases in familiar contexts from Greek into English, for example, street signs, addresses, food labels (*Δελφών 30, ΟΔΟΣ ΕΡΜΟΥ, ΦΡΕΣΚΟ ΓΑΛΑ, 4€*), noting that some signs and symbols are universal, for example, the 'stop' sign

Create simple bilingual resources such as picture dictionaries, action games or labels for the classroom

[Key concepts: translation, meaning; Key processes: selecting, explaining]

(ACLMGC128)



- creating handmade or digital greeting cards in both Greek and English for different celebrations and traditions, for example, *Καλά Χριστούγεννα, Καλό Πάσχα*
- creating bilingual texts for different audiences, for example, signs for the school community, a bilingual class digital dictionary, a word chart, a board game for a younger class
- creating simple bilingual story books that include captions and images modelled on familiar texts, for example, *Spot the dog*

Reflecting

Share own experiences of communicating in Greek, recognising how it involves behaviours as well as words

[Key concepts: language, culture, difference; Key processes: noticing, comparing]

(ACLMGC129)



Elaborations

- identifying elements of Greek language and culture that feel different to own language and culture, including pronunciation of some sounds, gestures and facial expressions, for example, *έτσι κι έτσι, μπα*
- discussing ways of communicating and their appropriateness in Greek and non-Greek contexts, for example, polite and impolite ways of indicating 'yes' or 'no' to an adult, the acceptable practice of using teachers' first names, *κυρία Άννα, κύριε Δημήτρη*
- describing to peers what they are confident about when using Greek, what they feel unsure of and what they most enjoy
- experimenting with respectful gestures and titles, such as using titles *κυρία, κύριε*
- discussing how Australian terms and expressions might be understood from a Greek perspective, for example, 'bushwalking', 'kick a footy' or 'lamington'

Interact with others, noticing how identity matters, such as use of terms of address, who and what is included and what language is used

[Key concepts: belonging, identity; Key processes: interacting, noticing]

(ACLMGC130)



- recognising how they communicate with each other, their family, teachers and other adults, identifying differences in behaviour and language and explaining why this happens
- reflecting on the experience of becoming bilingual or multilingual, considering what advantages this brings and whether it impacts on identity
- creating a digital profile of aspects of their identity, for example, family, background, interests, membership of the Greek language class
- discussing which groups they belong to, for example, family, class, learners of Greek and making connections and comparisons between own cultural perspectives and those of different cultural groups
- interacting with teachers, other Greek speakers and class friends, and noticing aspects of speech, behaviour and actions that are the same as or different to their own

Understanding

Systems of language

Elaborations

Experiment with the pronunciation and writing of the alphabet letters, recognising sound–letter relationships, letter clusters and vowel–consonant combinations, using the accent mark to aid pronunciation

[Key concept: sound and writing system; Key processes: identifying, recognising, repeating]

(ACLMGU131)



- identifying and pronouncing the sounds of the Greek alphabet as well as the most common digraphs and letter blends, for example, *ου, αι, ει, οι* (double vowels), *μπ, ντ, γγ, γκ, τσ, τζ* (double consonants), *αυ, ευ* (vowel combinations)
- practising letter clusters, for example, *στρ, μπρ*, in common words or in names, *Στράτος, μπράτσο*
- beginning to recognise high-frequency words such as *η, ο, το, μου, έχω, είμαι, είναι, θέλω, να*
- comparing markings on words in different languages, for example, *αλάτι* (Greek), *français* (French), *váza* (Czech), *Grüße* (German), *niña* (Spanish) and observing that the markings have different purposes
- using the accent mark appropriately in Greek when writing, for pronunciation as well as meaning
- applying appropriate punctuation marks such as full stop, comma (in lists), exclamation mark and question mark
- using different strategies to remember new sounds, for example, mnemonics

Recognise and use elements of Greek grammar, such as word order, gender and singular/plural forms, to describe people, objects or events

[Key concepts: sentence, grammar, word order; Key processes: recognising, applying, naming]

(ACLMGU132)



- beginning to describe and explain features of Modern Greek using metalanguage, for example, using the terms masculine, feminine, neuter nouns, verbs, tenses, adjectives, conjunctions, in English or Greek
- noticing the use of gender in Greek names, singular/plural, and articles, for example, *Η Άννα, η γάτα, οι γάτες, α ψάρι, ο μπαμπάς*
- using adjectives to describe characteristics or qualities (such as number, shape and colour) of a person or object (noun), for example, *τρία μικρά γουρουνάκια*, and understanding that adjectives have gender, for example, *καλός, καλή, καλό, ψηλός, ψηλή, ψηλό, κόκκινος, κόκκινη, κόκκινο*
- creating simple sentences in the subject–verb–object order, for example, *Το βάζο έχει λουλούδια*
- experimenting with compound sentences using conjunctions such as *και* and *αλλά*
- using adverbs of place, for example, *έξω, μέσα, πάνω, κάτω, μπροστά, πίσω, δίπλα*
- observing singular noun and plural noun endings, for example, *γάτα, γάτες, σπíti, σπίτια*
- understanding that some words can mean different things in different contexts, for example, *μπάνιο* can mean ‘bathroom’, ‘bathtub’ or ‘swimming at the beach’
- recognising the differences or similarities in word order in simple sentences, for example, *μου αρέσει, δε μου αρέσει*
- expressing negation in simple sentences, for example, *Όχι, δεν το θέλω, δε μ’ αρέσει*
- expanding number knowledge up to 100

Recognise the linguistic features and structures of different texts used in familiar contexts, such as stories, songs, recipes and conversations

[Key concepts: genre, textual features; Key processes: observing, identifying]

(ACLMGU133)



- identifying the main features of a short narrative, for example, a song, rhyme or poem; and a simple description or procedure, for example, a recipe, or a conversation
- noticing the differences between texts within the same mode, for example, a birthday card and an email, and between multimodal texts, for example, reading the lyrics of a song and hearing it being sung, or reading a dialogue and acting it out
- recognising how different textual elements combine to make meaning, for example, how the images, font, script and layout of different texts combine to create a whole advertisement, web page, or picture book

Language variation and change

Elaborations

Understand that the context and purpose of interactions influence language choices

[Key concepts: change; register, variation; Key processes: observing, comparing]

(ACLMGU134)



- recognising the differences between formal and informal language in social interactions, for example, *Γεια σου φίλε*, *Γεια σας κύριε*, and how Greek people use body language when communicating, which varies according to relationships
- examining culturally appropriate phrases for different times of the day and for different purposes, for example, *καλή εβδομάδα*, *καλό μήνα*, *καλό καλοκαίρι*, *καλό απόγευμα*, *καλό μεσημέρι*, *χρόνια πολλά*, *καλές γιορτές*, *καλή όρεξη*, and considering phrases used in English in similar contexts
- understanding how differences in gestures, register and tone are used to change meaning of speech, for example, *Είσαι καλά*; or *Τι κάνεις*; can have multiple meanings
- identifying how emphasis on words can change meaning, for example *έλα* has many meanings depending on how it is said and used, *Έλα εδώ*, *Έλα τώρα!*, *Έλα Άννα (στο τηλέφωνο)*
- recognising how the purpose of interaction, for example, command or invitation, can change the emphasis on words

Understand that languages change over time and that they influence each other, recognising words in English that are derived from Greek and words in Greek that are derived from other languages

[Key concepts: continuity, change; Key processes: identifying, processing]

(ACLMGU135)



- recognising that the language used by the Ancient Greeks has developed into the Modern Greek language and that the Greek language has influenced many languages including English
- understanding that there is the standard language called 'Modern Greek' as well as a number of different dialects spoken throughout Greece and the Greek diaspora
- noticing that languages are fluid and ever-evolving and can be incorporated into and influence other languages beyond their own (for example, Ancient Greek has influenced and still influences many languages of the world)
- viewing inscriptions on Ancient Greek tombstones (for example, from Vergina), coins (for example, from Alexander the Great or King Philip's reign) and vases (for example, from the Hellenistic era)
- recognising that some words in Greek are borrowed from other languages, for example, *πάρτυ, χόμπι, μπάσκετ, κομπιούτερ*
- examining the etymology of everyday words in English which are derived from Greek morphemes/words or from Greek myths (for example, aeroplane, Ajax, history, mathematics, Nike, school, story) and discussing the extent to which this has occurred

Role of language and culture

Make connections between cultural practices and language use, for example, by identifying vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions

[Key concepts: celebrations, symbolism; Key processes: understanding, identifying]

(ACLMGU136)



Elaborations

- examining aspects of authentic Greek culture, for example, sugared almonds at weddings and baptisms, *βασιλόπιτα, τσουρέκι*, their symbolism and the language associated with them
- understanding concepts and values such as *το γλέντι*, and *η παρέα*, *το πανηγύρι* for example, during Greek festivals, birthdays and name days
- recognising and explaining to others the significance of some Greek cultural practices sustained over time, for example, reasons for traditional Greek housing and events, for example, offering visitors food and drink, *το κέρασμα στη γιορτή*
- experiencing the importance of music and dance in Greek culture, as an expression of identity and emotions (happiness, joy, sadness, national pride)

Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers to share simple information about aspects of their lives, such as school (for example, *Μαθαίνω ελληνικά*), home (for example, *Το σπίτι μου είναι μεγάλο*) and everyday routines (for example, *Παίζω μπάλα*). They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others (for example, *Μπράβο σου*), asking for help, seeking clarification (for example, *Συγγνώμη, κυρία*), and requesting permission (for example, *Μπορώ να πάω έξω;*). They use features of Greek pronunciation when asking questions such as, *Πού είναι;*, and making statements and exclamations (for example, *Ελάτε τώρα!*), including use of the accent mark. Students locate information from spoken and written texts related to everyday contexts and routines such as, *Να το βιβλίο μου*, *Τη Δευτέρα παίζω τένις*, and use simple statements and support materials to present information about themselves (for example, *Αγαπώ τη μουσική, Είμαι οχτώ χρονών*), others (for example, *Πόσων χρονών είσαι;*), home (for example, *Μένω στο ...*) and school (for example, *Να η τάξη μου*). They respond to imaginative texts by discussing favourite elements, acting out events and making simple statements about characters. They perform and create short imaginative texts, using formulaic expressions and modelled language (for example, *Πού είναι ο Φρίξος; Είναι ...*). Students use vocabulary related to school, home and everyday routines such as, *η πόρτα, το σπίτι, το σχολείο, τα χόμπι μου, η οικογένειά μου*, and describe people, objects or events using adjectives and adverbs. They use appropriate word order, gender, and singular and plural forms in simple spoken and written texts (for example, *Να η γάτα, Να ο γάτος, Να οι γάτες*). They translate and interpret common words and frequently used language relating to familiar environments (for example, *Ορίστε Μαρία, Παρακαλώ*), and create simple bilingual resources for the classroom. They identify ways that their own language and the Greek language reflect ways of behaving as well as words.

Students write letters of the Greek alphabet, and identify sound–letter relationships, letter clusters, vowel–consonant combinations and the most common digraphs (for example, *ου, αι, οι, ει, μπ, ντ*). They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations (for example, *Τέλος, Καλημέρα, Τι κάνεις;*). They give examples of how language use varies according to the context and purpose of the exchange (for example, *Γεια σου / σας*). They identify ways that languages change over time, and how languages influence each other, providing examples of words in English that are borrowed from Greek and words in Greek that are borrowed from other languages. They compare Greek and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices, such as special occasions.

Modern Greek

Years 5 and 6

The nature of the learners

At this level, students are widening their social networks, experiences and communication repertoires in their first language and Modern Greek. They continue to need guidance, and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining greater awareness of the world around them. Learners are noticing extra similarities and differences between Modern Greek language and culture and their own.

Modern Greek language learning and use

Learners use Modern Greek in the classroom for a widening range of purposes: exchanging information, expressing ideas and opinions, performing role-plays, dialogues, and responding to experiences. Key concepts that underpin language use are associated with this extended social space such as family, neighbourhood, locality and community. Students' pronunciation, intonation and phrasing are more confident. Learners have access to a broader vocabulary, and use a widening range of strategies to support communication. Purposeful contexts and shared activities in the classroom develop language skills and enhance understanding and communication. More attention is paid to language structure and reinforcing oracy and literacy. Individual and group presentation and performance skills are developed through modelling, rehearsing and resourcing the content of presentations, and selecting appropriate language to use with particular audiences (*γεια, χαίρετε, να, τι, ορίστε*). Students enjoy reading for meaning and apply their language knowledge and skills to decode unknown words and predict meaning. They write more accurately and fluently for a wider range of purposes and audiences, for example, creating birthday invitations, emails and advertisements.

Contexts of interaction

Learners use Modern Greek with each other and the teacher for an increasing range of purposes. They are able to work more independently, but also enjoy working collaboratively and in groups. They explore cultural elements of communication, and use information and communication technologies (ICT) to support and enhance their learning.

Texts and resources

Learners interact with an increasing range of informative, persuasive and imaginative texts about neighbourhoods, places, Greek-speaking communities and individuals. They refer to and use more established grammatical and lexical resources to understand and communicate in Modern Greek. The use of dictionaries is encouraged for accuracy in language acquisition, such as ensuring the correct interpretation of similar words (*βάζω, βάζο, σήκω, σύκο, γέρος, γερός, ώμος, ωμός, μήλο, μύλος, μιλώ*).

Features of Modern Greek language use

Learners begin to reflect on language and how it is used in different ways to communicate. As they use Modern Greek for a wider range of interactions, learners develop a stronger understanding of the interconnection between language and culture. They begin to recognise how language features and expressions reflect cultural values, for example, *κέφι, φιλοξενία*, and the cultural and social impact of some grammatical forms or vocabulary, for example, using informal or formal language to address others, or using masculine forms of some professional titles when referring to women (*η γιατρός, η δικηγόρος*).

Level of support

While learners work independently and collaboratively at this level, ongoing support and feedback are incorporated into task activities such as the production of written text. Support includes the provision of models, scaffolds, stimulus materials, and resources such as word charts, vocabulary lists and dictionaries.

The role of English

The language of response varies according to task demands, with Modern Greek being the primary language of communication, while English may be used for reflective tasks and explanations. Learners are given opportunities to think about personal and community identity. They engage with texts that reflect Greek culture, and ask questions about cultural values and practices and how these relate to their own.

Years 5 and 6 Content Descriptions

Communicating

Socialising

Initiate interactions and exchange information with peers, face-to-face or online, describing opinions and preferences, aspects of daily life, school, friends and hobbies
[Key concepts: friendship, leisure; Key processes: asking, responding, interacting]

(ACLMGC137)



Elaborations

- asking and responding to questions about shared interests, hobbies or friends, for example, *Σου αρέσει η μουσική; Είναι ωραία! Πάμε να παίξουμε; Θέλω ..., Είμαι ..., Έχω δύο φίλες*
- sharing experiences and preferences, such as weekend activities and likes/dislikes using set phrases, using online technologies, for example, *Το Σάββατο ... Είναι ... Έχει ... Μου αρέσει ... Δε μου αρέσει ...*
- using communication strategies such as adding interjections and common expressions to dialogues, active listening skills, turn-taking cues and requests for clarification or more detail to support the exchange of information, for example, *Α, ναι! Πες μου, Λέγε! Γρήγορα, Περίμενε, Γιατί; Σταμάτα. Σοβαρά; Τι λες! Δε νομίζω!*
- comparing routines, interests and hobbies, using language associated with time, sequence and location, for example, *Τη Δευτέρα παίζω τέννις, χτες, σήμερα, αύριο θα ..., στο πάρκο, στο σχολείο, στο σπίτι μου*

Collaborate in group tasks and shared experiences, online or face-to-face, which involve planning, making suggestions and completing transactions, such as hosting a party, working with another class or group or creating and performing a role-play
[Key concepts: collaboration, contribution; Key processes: planning, organising, negotiating]

(ACLMGC138)



- planning and organising an event, such as inviting a special guest, for example, *γιαγιά*, to share information with the class about Greek celebrations (*βάφτιση, γάμος*) or to share a traditional recipe (*πίτα*)
- working with another group, for example, by reading books to younger students face-to-face or via the internet, or teaching a skill, such as dyeing eggs, to another class
- planning and organising an activity such as an excursion or party, using expressions related to place, time and numbers
- creating displays, presentations or performances for family, friends or the school community to showcase their progress in learning Greek or to promote the learning of Greek language and culture

Interact in class activities, using questions, statements and responses to enhance, demonstrate and share understanding
[Key concepts: mindful learning, process, outcome; Key processes: discussing, planning, monitoring, reflecting]

(ACLMGC139)



- collaborating with peers during individual or group activities, for example, *Κοίτα, Άκου, Κάνε το έτσι, Πες το, Τι κάνεις τώρα;*
- checking on progress during learning tasks or activities, using comments and questions such as *Κατάλαβες; Εντάξει, Πώς πας; Τελείωσε; Το ξέρω, Το έκανα, εύκολο*
- asking peers politely to do something and responding to requests, for example, giving and receiving things, *Ένα μολύβι παρακαλώ, Ορίστε. Ευχαριστώ πολύ. Παρακαλώ. Θα ήθελα ... Μου δίνεις;*
- reflecting on the experience of learning and using Greek, comparing what they can and cannot do, for example, *Ξέρω να γράφω, να μιλώ, να μετρώ μέχρι τα 100*

Informing

Obtain, organise and compare information about aspects of daily life and significant events from written, spoken, or digital texts

[Key concepts: lifestyle, event; Key processes: classifying, comparing]

(ACLMGC140)



Elaborations

- identifying information in texts, such as conversations, brochures or maps, and sharing this information with others in a different format, for example, presenting a chart of favourite television programs or computer games
- obtaining information about and comparing seasons and festivals in Greece or Cyprus and Australia, for example, kite flying on Clean Monday, summer holidays in July, Australia Day
- viewing advertisements on television and in other media, to develop a shared set of vocabulary and expressions to create own advertisements
- viewing, listening to and reading simple texts about a Greek celebration, and drawing on key points of information to recreate the event as a class

Convey and present information about aspects of personal world through prepared texts such as digital presentations, diagrams, dialogues and timelines

[Key concepts: self, family, community, significant events; Key processes: understanding, sharing, reflecting, presenting]

(ACLMGC141)



- constructing a visual, digital or narrative profile of the local community for people arriving from overseas, collecting information from public and community texts, such as flyers, newsletters, advertisements and brochures
- preparing and giving simple presentations on personal world, for example, a timeline of growth and change *Εδώ είμαι δύο χρονών. Εδώ είμαι πέντε χρονών. Πάω στο σχολείο*, family celebrations of birthdays/name days and other special occasions
- presenting the results of a class survey about aspects of personal world such as daily routines, for example, by creating a poster or digital presentation using diagrams, charts or timelines
- conveying information to others using descriptive language, for example, producing a simple brochure or an advertisement about a city or tourist attraction in Greece or Cyprus, or a food item such as olive oil or *mastiha* gum
- preparing a dialogue with a partner about self, for example, *Έχεις αδέρφια; Ναι, έχω, εσύ;*
- using graphic organisers to convey information in particular ways, for example, to show priorities (list/table), to compare statistics or ideas (Venn diagram) or to highlight frequency (graph)
- reporting information, for example, about city and village life, based on own or group research, and supporting the information with photos, illustrations, captions or diagrams

Creating

Listen to, read and view imaginative spoken, written, digital or multimodal texts and respond by expressing ideas and opinions about the storyline and characters

[Key concepts: theme, myth, legend; Key processes: sharing, responding, understanding]

(ACLMGC142)



Elaborations

- responding to stories, myths, fables and films, using modelled language to describe themes, characters and actions, for example, *Είναι σε βάρκα, είναι σε σπηλιά, είναι τέρας, είναι πόλεμος, ο ήρωας κέρδισε*
- producing storyboards, using digital technologies, to represent key events in different types of imaginative texts, including captions or word bubbles to capture moods or feelings, for example, *Μου αρέσει, Δε μου αρέσει*
- introducing and comparing favourite characters in stories, myths, fables and films, listing associated key words or expressions, for example, *Ο Οδυσσέας είναι γενναίος. Η Κίρκη είναι μάγισσα. Φοβάμαι. Είναι φοβερό τέρας.*
- commenting on elements of humour and drama, and the use of sound effects and facial expressions relating to the characters depicted in stories, myths and fables, for example, *Φοβάμαι, είναι αστείο, γελάω με ...*

Create and perform imaginative texts such as stories, skits or rap, using familiar language

[Key concept: imagination; Key processes: experimenting, performing]

(ACLMGC143)



- producing short scripted plays with teacher support, to perform to class, younger students or the school community
- creating and performing simple songs, rhymes and rap to teach vocabulary and word patterns to younger Greek language classes
- creating and using own texts, such as storyboards, digital stories, booklets or board games, based on characters, settings and events from a myth or commonly relayed story, for example, a story based on one of the gods of Olympus, Aesop's fables, or a fairytale such as *Τα τρία γουρουνάκια* ...

Translating

Translate simple texts from Greek to English and vice versa, identifying words and expressions that do not always translate literally and may have more than one meaning

[Key concepts: non-equivalent words, contexts and situations, intercultural; Key processes: translating, noting, comparing]

(ACLMGC144)



Elaborations

- comparing translations of written texts from English into Greek and from Greek into English, such as advertisements, websites, food packaging and menus, and considering how meanings may be interpreted from a different cultural perspective
- translating simple sentences into Greek, noticing that there is not always word-for-word equivalence when moving between English and Greek or vice versa because of word order or multiple meanings, for example, *Κρυώνω, Ζεσταίνομαι, Κάνω μπάνιο, Βρέχει, Ο μπαμπάς μου δεν είναι ψηλός.*
- recognising that some Greek words cannot be translated into English without losing some of the meaning, or cannot be translated using only one word, for example, *το φιλότιμο*
- identifying and explaining expressions and idioms in Greek that do not make sense when translated word-for-word, for example, *Χρόνια Πολλά, Και του χρόνου, Τα μάτια σου δεκατέσσερα, Καλό χειμώνα!*
- recognising that some words have many different meanings, for example, the multiple meanings of *γεια σου* (hello, goodbye, cheers, bless you) and *είναι* (he is, she is, it is, they are, is, are)

Create bilingual texts and learning resources, such as signs, notices, games, displays, websites or word banks, for the school community

[Key concepts: bilingualism, meaning; Key processes: identifying, classifying, selecting, explaining]

(ACLMGC145)



- creating simple bilingual texts in print or digital form for specific audiences, such as school signs for Greek visitors, invitations to parents for class or school events, posters for the school community to advertise an upcoming event, online bilingual story books including text and images for a younger audience, or a bilingual game, such as Snap, using words only
- creating and posting Greek versions of existing school signs, recognising difference in word order, for example, staffroom, canteen
- constructing and maintaining a bilingual website for a sister-school or a contact group of young learners of English in a Greek-speaking community
- creating a word bank which includes words, phrases and common expressions, as a classroom resource to reinforce learning

Reflecting

Engage in intercultural experiences, comparing ways of communicating in Australian and Greek-speaking contexts and identifying ways that culture influences language use
[Key concepts: difference, language, culture, respect; Key processes: recognising, comparing, questioning, understanding]

(ACLMGC146)



Elaborations

- exploring how children from Greek-speaking communities may use different words and expressions, and considering why such variations exist (in Australia – *κάρο* instead of *αυτοκίνητο*, *ρούφι* instead of *σκεπή*, or *φλόρι* instead of *πάτωμα* – these are not Greek words and they are used incorrectly, as compared to words such as *μπασκεμπολίστας*, *τενίστας*, which are official Greek words)
- investigating aspects of own language use that reflect own cultural perspective and experiences, for example, using colloquialisms and idioms such as 'arvo', 'g'day', 'howzat', 'mozzie'
- reflecting on situations where interactions in Greek have felt awkward or difficult, discussing own reactions and adjustments, for example, kissing on both cheeks
- considering what linguistic or cultural information they would need to know to visit a school in Greece or Cyprus and discussing adjustments they may need to make in language use and behaviour

Share experiences of learning and using Greek, in person or online, and reflect on the effect of language learning on own identity


[Key concept: identity; Key processes: discussing, interconnecting, agreeing, disagreeing]

(ACLMGC147)



- preparing a class profile to exchange with students in Greece or Cyprus online, showing language backgrounds and interests represented in the class, using captions and symbols such as flags and words from different languages
- exploring the idea of stereotypes associated with languages and identities, and discussing how stereotypes affect attitudes and communication and can be inaccurate
- exploring how their linguistic and cultural background, for example, languages spoken, key relationships and intercultural experiences, influence their sense of who they are
- connecting various personal experiences of learning Modern Greek, and describing how learning Greek has influenced own everyday behaviour and language use, for example, using Greek outside the language classroom, playing Greek games, or having lunch at a Greek restaurant and being able to read some of the menu
- considering whether learning and using Greek impacts on their sense of identity either in or out of the classroom

Understanding

Systems of language	Elaborations
<p>Identify and reproduce letter clusters, the digraphs/diphthongs, reproduce key features of intonation and pronunciation, experiment with the spelling of common words and apply basic punctuation rules</p> <p>[Key concepts: sound and writing systems; Key processes: recognising, understanding]</p> <p>(ACLMGU148)</p> 	<ul style="list-style-type: none"> • applying different intonation for statements, questions, interjections, exclamations and commands, for example, <i>Είναι εδώ, Τι κάνεις; Ποπό! Σταμάτα! Αντε! Κρίμα!</i> • reading simple texts and highlighting digraphs/diphthongs, including <i>ου, μπ, ντ, αι, ει, οι</i> • applying and using accent marks on all words which have more than one syllable and on a few monosyllable words, for example, <i>πού; πώς; ή</i>, and recognising that the position of the accent mark can change the meaning, for example, <i>μάτια, ματιά, γέρος, γερός</i> • experimenting with spelling simple words, for example, the spelling of verbs in the first person ending in <i>ω</i>, verbs in the third person ending in <i>ει</i>, the most common noun and adjective endings including <i>ος, ας, ης, οι, η, α, ες, ι, ο, α</i>, plural articles <i>οι, τα</i>, for example, <i>θέλω, θέλει, ο άντρας, οι άντρες, η ντομάτα, οι ντομάτες, το παιδί, τα παιδιά, καλός, καλή, καλό</i> • applying phonic and grammatical knowledge to spell and write unfamiliar words • understanding and applying punctuation marks in writing, for example, full stop, comma, exclamation mark, apostrophe, speech marks and question mark

Develop knowledge of grammatical elements such as tenses, combining them with an increasing range of verbs, nouns and adjectives, and use conjunctions to construct and expand sentences

[Key concepts: grammatical rules, patterns; Key processes: applying, building vocabulary, expanding on meaning]

(ACLMGU149)



- describing present, past and future actions, situations and events using familiar verbs, for example, *Παίζω στο σχολείο, Θα διαβάσω αύριο, Κάνει ζέστη σήμερα, Χθες ήταν Τρίτη, Αύριο θα είναι Σάββατο*
- expressing preferences, for example, *Μου αρέσει πολύ, Δε μου αρέσει*
- using correct word order to ask questions and make requests, for example, *Θέλεις το βιβλίο; Τον λένε Γιώργο;*
- using numbers in different contexts, such as telling the time, stating dates, ordering/shopping, or in simple descriptions, for example, *Είναι μία η ώρα, Τα γενέθλιά μου είναι στις 8 Απριλίου, Πέντε κιλά πατάτες παρακαλώ*
- using the plural form of common nouns, for example, *το αγόρι, τα αγόρια, η μπανάνα, οι μπανάνες*
- recognising the agreement between nouns, adjectives and gender, for example, *Μία μεγάλη τσάντα, δύο μικρές τσάντες, η κόκκινη πόρτα, ο άσπρος γάτος*
- using simple conjunctions such as *και, αλλά, γιατί* to create compound or complex sentences, for example, in descriptions of self, family, friends, hobbies, for example, *Παίζω πιάνο, αλλά μου αρέσει και η κιθάρα*
- expanding vocabulary base by using and recognising common everyday nouns

Identify and use language features of different types of oral, digital and written texts, such as dialogues, descriptions, short narratives and reports, recognising that linguistic choices depend on audience and purpose

[Key concepts: genre, structure, audience, sequencing; Key processes: comparing, noticing, explaining]

(ACLMGU150)



- identifying the purpose, context and audience of a range of familiar texts, for example, fairytales, sports reports, recipes
- reading, viewing and listening to different texts with a common topic, for example, comparing a print, TV and internet announcement for the same event
- describing key features of different types of text and discussing audience and purpose, for example, a shopping list serves as a reminder to self and consists of items and quantities, whereas a shopping transaction involves interaction and negotiation

Language variation and change

Elaborations

Understand the importance of register in a range of contexts and situations, such as at home, at school or in more formal situations

[Key concepts: language contact, word borrowing; Key processes: observing, identifying]

(ACLMGU151)



- using appropriate language according to age, gender, relationship and social status when meeting people for the first time or when introducing friends, teachers or other adults
- comparing the meaning of words heard in the community to those learnt in class and noticing that there are different ways of saying the same thing in Greek, for example, *η χτένα, η τσατσάρα,*
- identifying the appropriate way to communicate things in Greek, for example, *το αυτοκίνητο* instead of *το κάρο*
- reflecting on the use of colloquial or abbreviated language in technologically mediated contexts, for example by email or phone, as well as the use of borrowed words from other languages, for example, *στικάκι* (memory stick), *σερφάρω* (surfing the internet)

Explore the influence of Greek on the English language, such as morphemes in medical/scientific fields and in everyday language, such as school subjects and occupations, and how Greek has been influenced by the impact of new technology and knowledge

[Key concepts: language contact, word borrowing; Key processes: observing, identifying]

(ACLMGU152)



- recognising Greek morphemes (prefixes, suffixes and base words) in English, to explain spelling patterns in English, and to help work out meanings of unknown words, for example, *anti-*, *astro-*, *auto-*, *bio-*, *deca-*, *demo-*, *geo-*, *-gram-*, *-graph-*, *hyper-*, *hypo-*, *-ic*, *-ism*, *-itis*, *kilo-*, *-logue*, *macro-*, *mega-*, *-meter*, *micro-*, *mono-*, *-morph-*, *neo-*, *octo-*, *-ology*, *pent-*, *-peri-*, *-phil-*, *-phobia*, *photo-*, *-poly-*, *psych-*, *-scope*, *tech-*, *tele-*, *-therm-*, *tri-*
- understanding that words derived from Ancient Greek are still being used today to create new words such as names of new technological/scientific discoveries for example, *disc*, *giga-*, *mega-*, *metro*
- identifying familiar words in Greek and recognising their English equivalents, for example, *το τηλέφωνο*, *η φωτογραφία*, *ο ποδιάτρος*, *το δράμα*, *το θέατρο*
- using knowledge of familiar patterns and structures to decode and interpret meaning, for example, the Greek prefix '*a-*' in words can make the opposite meaning (*ψηρό* – *άψητο*, symmetrical – asymmetrical)
- understanding that English words are used in Modern Greek, but that Greek equivalents to these terms often also exist, for example, *το κομπιούτερ-ο υπολογιστής*, *μπλε-γαλάζιο*

Role of language and culture

Explore the relationship between language and culture and how they are reflected in communication styles
[Key concepts: language use, cultural behaviour and practices; Key processes: recognising exploring, discussing, connecting]

(ACLMGU153)



Elaborations

- discussing own and peers' understanding of concepts and messages expressed in stories/myths/lyrics, for example, the adventures of Odysseus and the concept of life's 'odyssey' or journey, stories of migration or the teachings of Aesop's fables
- recognising that language use can have connections to cultural practices, such as celebrating birthdays and name days, *25^η Μαρτίου* in the diaspora
- reflecting on the experience of learning Greek language and culture and identifying situations that have provided awareness of own cultural practices and values, for example, attending a Greek festival or show
- understanding the meaning of wishes such as *Να σας ζήσει*, *Καλά στέφανα*, *Χρόνια Πολλά*, *Να τα εκατοστήσεις* and the concepts of *φιλότιμο* and *φιλοξενία*
- discussing the meaning of culture, how it involves visible elements such as symbols, food, national costumes, dancing and language, and invisible elements such as values and beliefs

Years 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Greek to exchange personal information such as, *Οι δάσκαλοί μου είναι ..., Έχω πολλούς φίλους, Αγαπώ τη μουσική*, describe feelings and express preferences, for example, *Μου αρέσει να παίζω σκάκι στο κομπιούτερ*. When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions (for example, *Πώς σε λένε;*), plan collaboratively, and make suggestions and statements such as, *Τώρα το βρήκα!* When interacting, students use key features of pronunciation and intonation, including accents (for example, *η οικογένειά μου, η and ή*). They obtain and compare information from a variety of texts related to aspects of daily life and events (for example, *Τι καιρό θα κάνει σήμερα;*). They present information about their personal world in different formats (for example, *Μου αρέσει ο τραγουδιστής ...*). They respond to the storyline and characters encountered in texts and create and perform simple imaginative texts using familiar language such as, *Ο αγαπημένος μου δάσκαλος ...*. They use verbs (for example, *Έχω, θέλω, είμαι, ήταν, θα είναι*), nouns (for example, *ο άνθρωπος, η μητέρα, το παιδί*), adjectives (for example, *καλός, μεγάλος, ωραία*) and conjunctions to construct and expand sentences and apply basic rules of spelling and punctuation, such as question marks, capital letters, commas, exclamation marks and speech marks. They translate and interpret simple texts, identifying words that are not easily translated (for example, *το φιλότιμο*) and create bilingual texts for the classroom and school community. They compare ways of communicating in Greek and English to identify similarities and differences and suggest how culture influences language use.

Students identify and reproduce orally and in writing letter clusters, and the digraphs/diphthongs. They identify the relationship between language choices, and the audience and purpose of different text types. They describe the importance of register in different contexts and situations (for example, *Έλα / Ελάτε σπίτι μου, Σε / σας περιμένω*). They identify the impact of Greek on other languages, especially English (for example, *το κινητό, ο υπολογιστής*), and appreciate the dynamic nature of Greek, identifying changes that have occurred due to new technologies and knowledge. They describe ways that identity and communication are directly related to language and culture, for example, greeting familiar people by kissing them on both cheeks.

Modern Greek

Years 7 and 8

The nature of the learners

These years represent a transition to secondary school. Students in this sequence are continuing to study Modern Greek, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some help about their immediate world and that of Greece, Cyprus and other Greek-speaking communities. They have experience in analysing the major features of the language system and in reflecting on the intercultural exchanges in which they are involved.

Modern Greek language learning and use

At this level, learners express ideas and feelings, exchange opinions, negotiate relationships and manage shared activities. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language (*Τα ενδιαφέροντά μου είναι ..., Σου αρέσει η μαγειρική;*). They create and perform more complex and varied texts, for example, role-plays of interactions at a restaurant, songs about leisure activities, acrostic poems, blogs about experiences at school, tourism advertisements for a Greek island and journal entries. They plan, draft and present imaginative and informative texts, for example, a children's book, design interactive texts, for example, word games, and collaborative tasks, for example, menus, and participate in discussions and games, such as Greek board games. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify meaning.

Contexts of interaction

Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. Modern Greek is used not only for classroom interactions and transactions but also for broader interactive and intercultural experiences, such as the exchange of language and culture that occurs with sister-school relationships, and study trips to Greece or Cyprus (*Θα επικοινωνήσουμε αύριο με το σχολείο μας στην Ελλάδα ...*). Extra opportunities for interaction are provided by purposeful and integrated use of information and communication technologies (ICT), for example, videoconferencing, internet video and audio calling, instant messaging and e-learning.

Texts and resources

Learners read, view and interact with a broad range of texts and resources specifically designed for learning Modern Greek in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Greek-speaking communities, such as films, websites, advertisements and magazines.

Features of Modern Greek language use

By building their vocabulary knowledge, learners are able to develop and express more complex concepts in Modern Greek. They use a range of grammatical forms and structures to convey relationships between ideas, events and experiences, developing awareness of the language structures and features of specific texts. They use different processing strategies and their knowledge of language, increasingly drawing on understanding of text types, for example, writing a journal entry, and patterns, for example, correctly using verb endings. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language (*το παλικάρι, η πατρίδα*), and how language choices determine how people, issues and circumstances are represented (*Να ζήσετε, Πάντα άξιος, Καλά στέφανα, Καλή όρεξη, Στην υγειά σου, Γεια μας, Σιδερένιος!*).

Level of support

Learners may have a range of previous experience in the language or may be new learners. A multilevel and personalised approach to teaching and task design is needed for this diversity of prior experience. Consolidation of prior learning is balanced with the provision of new, engaging and challenging experiences. Learners are supported, as they develop increasing autonomy as language learners and users, to self-monitor and reflect on language use in response to their experiences in diverse contexts.

The role of English

Modern Greek is the main language of instruction and interaction, and English is used for conceptually demanding explanations and discussions. Learners continue to develop a metalanguage for thinking and communicating about language, culture and their sense of self, and connections within and across languages and cultures.

Years 7 and 8 Content Descriptions

Communicating

Socialising

Initiate and sustain interactions, face-to-face or online, to share information, ideas, thoughts and opinions about people, objects, places and events

[Key concepts: relationships, experiences; Key processes: exchanging, sharing, discussing]

(ACLMGC154)



Elaborations

- interacting with peers, face-to-face or online, to describe everyday aspects of own environment, lifestyles and routines, and making comparisons with those of students in different cultural contexts, for example, school holidays in Australia compared to Greece and Cyprus
- exchanging personal information such as languages spoken, family and friends, routines and immediate environment with peers in their class and further afield, using *Η καταγωγή μου είναι από, Τα ενδιαφέροντά μου είναι ...* and other verbs such as *Ασχολούμαι με ...*
- sharing views about favourite forms of entertainment, celebrities and other significant figures, expressing preferences, feelings and opinions, for example, *Μου αρέσει, Λατρεύω το ποδόσφαιρο, νομίζω, αισθάνομαι, προτιμώ*
- recounting events and describing activities and personal experiences, for example, *Πού πήγες; Τι έκανες; Σου αρέσει η μαγειρική; Πάμε σινεμά;*

Participate in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions

[Key concepts: friendship, task, experience; Key processes: negotiating, collaborating, participating]

(ACLMGC155)



- participating in decision-making scenarios, for example, planning to go to a celebration of *Apokries*, or making arrangements to attend a Greek film festival, agreeing or disagreeing with ideas and suggestions, for example, *Εγώ θα ντυθώ παλιάτσος, Να βρεθούμε έξω από το κινηματογράφο στις εφτά, Θα φάμε έξω.*
- participating in the collaborative planning of real or simulated class events, such as a trip to the local market to buy food for a special occasion, hosting students visiting the school on an exchange program, giving a community performance, for example, *Τι θα πρέπει να πάρουμε μαζί μας για το ταξίδι στην Ελλάδα; Τι θα πρέπει να ψωνίσουμε για τη γιορτή;* or arranging an online meeting with sister-school students in Greece or Cyprus and discussing how the interaction will be organised, for example, *Να επικοινωνήσουμε αύριο με το σχολείο μας στην Ελλάδα με το διαδίκτυο;*
- describing plans and arrangements, giving suggestions and reasons for own preferences, and negotiating outcomes, for example, *Πάμε να παίξουμε ποδόσφαιρο;/ Πάμε για ποδόσφαιρο; Όχι, προτιμώ να πάμε σινεμά, γιατί βρέχει*
- transacting and negotiating in real or simulated situations, such as comparing similar offers for goods on online Greek language internet sites and discussing preferences and prices, for example, *Το ξενοδοχείο αυτό προσφέρει άνετα δωμάτια σε καλύτερες τιμές, Βρήκα μια μεγάλη και ελαφριά βαλίτσα για το ταξίδι μας*

Participate in classroom interactions and exchanges through asking and responding to open-ended questions and offering opinions

[Key concepts: discussion, exchange; Key processes: responding, expressing]

(ACLMGC156)



- initiating interactions in a class or group activity, such as assigning roles to others, for example, *Γράψε τις προτάσεις, Απάντησε στις ερωτήσεις, Τι γνώμη έχετε γι' αυτό το τραγούδι; Να χωριστείτε σε ομάδες.*
- asking for, giving and following instructions in a variety of situations, for example, *Ανοίξτε τα βιβλία σας στη σελίδα ... παρακαλώ; Πρέπει να τελειώσετε αυτή την άσκηση στο σπίτι ...*
- asking and responding to questions, for example, *Ποιο μάθημα σου αρέσει καλύτερα και γιατί; Μου αρέσει η ζωγραφική γιατί ...*
- expressing opinions using language such as *Πιστεύω, Η γνώμη μου είναι ότι*, and inviting people to give opinions or suggestions, for example, *Τι νομίζεις; Τι προτείνεις;*
- discussing and sharing learning strategies, such as developing vocabulary knowledge and expressing ideas and opinions in different ways, for example, *Μαθαίνω νέες λέξεις όταν ακούω ελληνικά τραγούδια, Το μάθημα είναι πιο ενδιαφέρον όταν παίζουμε γλωσσικά παιχνίδια*

Informing

Elaborations

Obtain and interpret information from a range of spoken, written, print or digital texts related to topics of interest such as leisure, food and diet, entertainment and special occasions
[Key concept: personal world; Key processes: identifying, selecting, interpreting]

(ACLMGC157)



- collecting information from a range of texts, such as advertisements, signs, announcements, maps and recipes, identifying context, purpose and audience
- comparing information from different texts such as a diary entry, song or invitation, about special occasions, evaluating information and discussing culture-specific terms and representations (*Να ζήσεις! Χρόνια πολλά*)
- using print and online resources such as dictionaries and grammar references to support understanding of texts
- summarising information and viewpoints in a range of texts, using tools such as guided note taking
- accessing print and digital texts, such as invitations, cards and messages, summarising main ideas and key information and responding to them, for example, *Ευχαριστώ για το μήνυμα, Θα είμαι εκεί στις εφτά*

Convey and present information and ideas on a range of topics in different types of texts and modes
[Key concepts: representation, experience; Key processes: sequencing and ordering, interpreting, presenting]

(ACLMGC158)



- responding to questions on a variety of topics for a range of purposes, for example, a report on a holiday destination, comparing travel brochures and itineraries, identifying transport and accommodation options, costs, and places of interest, for example, *Πόσο μακριά είναι η Ακρόπολη από το Λυκαβηττό; Σε αυτή την εκδρομή μπορούμε να επισκεφθούμε πολλά ιστορικά μέρη*
- presenting findings from interviews with peers in own class or in Greek-speaking classes and settings, using formats such as profile posters, charts and timelines, for example, *Πόσα μέλη έχει η οικογένειά σου; Πόσες γλώσσες μιλούν ή μαθαίνουν τα παιδιά στην Αυστραλία;*
- summarising and conveying the main points of texts, deducing the meaning of some unknown words and phrases, and identifying known cultural references, images and other content which contribute to the overall meaning, for example, images of the Acropolis and the symbol of the owl, or the olive wreath representing peace and the Olympic Games
- organising and presenting information for a Greek-speaking audience, for example, a web page describing and explaining leisure activities of young people in Australia
- reporting in either a journal/diary entry or article for a school magazine on own and others' experiences of events such as a concert, school camp, excursion or new educational computer game

Creating

Elaborations

Engage with and respond to imaginative texts, describing and expressing thoughts and opinions about key ideas, characters, places and events

[Key concepts: imagination, aesthetic, tradition; Key processes: evaluating, reflecting, analysing, comparing]

(ACLMGC159)



- expressing personal opinions about ideas in Greek imaginative texts in various modes such as myths, legends, stories, film excerpts, paintings, songs or video clips
- identifying key messages and beliefs from Greek texts and comparing them with the knowledge, cultural values and belief systems in Aboriginal and Torres Strait Islander stories



- responding to imaginative texts, comparing ways in which people, places and experiences are represented, for example, the goddess Athena, Poseidon or characters in modern fiction
- stating personal preferences about characters, attitudes and events in texts for example, Pandora's box, Aesop's fable 'The Fox and the Grapes'

Create and perform own and shared texts about imaginary people, places and experiences, to entertain others

[Key concepts: entertainment, imagination; Key processes: composing, expressing, performing]

(ACLMGC160)



- creating texts, using digital technologies, to entertain younger audiences, such as cartoons, photo stories, plays or Big Books based on traditional and other familiar stories
- creating the next scene, new character or an alternative ending for imaginative Greek texts, such as a story or drama performance
- composing and performing short songs with particular themes, for an occasion such as a performance for classroom guests
- illustrating imaginative stories in visual forms such as cartoons or captioned photo stories

Translating

Translate texts from Greek to English and vice versa, interpreting meaning and identifying words or expressions of specific cultural significance in Greek

[Key concepts: culture, equivalence, idiom; Key processes: translating, interpreting, mediating]

(ACLMGC161)



Elaborations

- translating and interpreting expressions used in routine exchanges in familiar settings and making comparisons with similar exchanges in English
- translating texts, such as short video clips (without subtitles), posters, advertisements, signs and symbols such as emoticons, and explaining cultural aspects using subtitles, captions, gestures and commentaries
- using dictionaries (traditional, online or electronic) and other translation tools found online, exploring ways of avoiding literal translations that do not reflect intended meaning
- comparing translations and interpretations of texts such as songs and advertisements, noticing similarities and differences and reflecting on why interpretations may vary

Create bilingual texts in Greek and English, such as menus, posters or brochures on the same theme or event
[Key concepts: equivalence, meaning; Key processes: translating, identifying, interpreting, explaining]

(ACLMGC162)



- working individually and collaboratively to create bilingual resources for the home and school environments, such as glossaries, signage, recipes and menus, for example, *Το μενού της ημέρας*
- creating English subtitles, footnotes, captions or commentaries for texts such as brochures, video clips, or advertisements that inform the school community about aspects of Greek culture, for example, attending a festival, *Ελάτε με την παρέα σας*, dining at a Greek restaurant, *μεζέδες, ορεκτικά, επιδόρπιο*
- creating glossaries, tourist brochures or itineraries for English-speaking travellers to Greece or Cyprus including and explaining key words, phrases and protocol, for example, *Πρόγραμμα εκδρομής, δίκλινα/τρίκλινα δωμάτια, ξεναγός*, the meaning of *πρωινό, μεσημεριανό φαγητό, βραδινό φαγητό* in terms of meeting time
- creating vocabulary lists and annotated cultural explanations for Greek-speaking visitors to events such as Australian sports days or family events, explaining culturally specific elements, for example, Australian Rules football final, Anzac Day, Harmony Day, barbeque

Reflecting

Participate in intercultural interactions, reflecting on choices and adjustments made to language and behaviour when communicating in Greek and demonstrating awareness of the importance of shared understanding
[Key concepts: difference, communication, interpretation; Key processes: reflecting, decentring, clarifying]

(ACLMGC163)



Elaborations

- experimenting with Greek gestures and body language, considering which should and should not be used in interactions with others, for example, signalling downwards to beckon others
- making appropriate language choices with awareness of social situations, for example, using the polite plural form when speaking to people who are older or not familiar
- interacting, face-to-face or online, with members of Greek-speaking communities, describing the experience and reflecting on the most appropriate ways of interacting with Greek speakers such as an elderly person, or a recent arrival from Greece or Cyprus
- reflecting on how own cultural etiquette and behaviour may be interpreted when interacting with Greek speakers, noticing own body language and modifying gestures such as tilting head backward to indicate 'no'



Reflect on how own biography, including personal experiences, family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences
[Key concepts: language, culture, identity, experience; Key processes: identifying, reflecting, decentring, making judgments]

(ACLMGC164)



- reflecting on the experience of learning and using Greek and the role of language and culture in expressing identity, and considering the influence of own background on ways of communicating, such as in the use of gestures and body language
- reflecting on how learning Greek may have impacted on own identity and understanding of the world such as an increased awareness of representations of Greece and Cyprus in the media

Understanding

Systems of language	Elaborations
<p>Identify and reproduce irregularities of some sound–letter relationships and combinations, such as <i>σμ, αυ, ευ, μία/μια, όι, άι, οϊ, αϊ, κι εγώ</i>, build on pronunciation, using the accent mark for both intonation and meaning, spell frequently used words and apply accurate punctuation to writing [Key concepts: sound and writing systems; Key processes: repeating, experimenting, comparing, applying]</p> <p>(ACLMGU165)</p> 	<ul style="list-style-type: none"> examining differences in digraphs/diphthongs, consonant and vowel combinations, and double consonants reinforcing the sounds represented by, for example, <i>δ, θ, β, ξ, ψ, χ</i>, and comparing similarities and differences between the Greek and Roman scripts examining and applying the rules of accentuation when using Greek identifying differences in tone, intonation and rhythm between statements, questions, exclamations and commands, for example, <i>ορίστε, παρακαλώ</i>, identifying and using irregularities in the language such as <i>κι εγώ, μία-μια, δύο-δυο</i> applying punctuation and spelling rules to own writing experimenting with pronunciation of less familiar texts
<p>Apply knowledge of grammatical features, such as tense, voice, regular and irregular verbs, adverbs, pronouns and adjectives, and use conjunctions to construct compound and complex sentences [Key concepts: tenses, metalanguage; Key processes: identifying, emphasising, expanding]</p> <p>(ACLMGU166)</p> 	<ul style="list-style-type: none"> using a range of tenses and voices to describe routines and actions using a range of regular and irregular verbs to develop sentence structures, for example, <i>Χτες είδα το Γιάννη και μου είπε τα νέα</i> using adjectives to describe and compare people and aspects of the immediate environment, for example, <i>Ο Γιάννης είναι ψηλός αλλά η Μαρία είναι πιο ψηλή/ψηλότερη</i>, and using simple word order (subject–verb–object), for example, <i>Η Άννα τρώει καρπούζι</i> using adverbs to modify and intensify the meaning of verbs and adjectives, for example, <i>αρκετά, πολύ, λίγο</i> using pronouns such as <i>αυτός, κάτι</i>, as substitutes in sentences recognising that some Greek nouns do not always reflect their grammatical gender, for example, in <i>η γιατρός</i> using suffixes to vary and intensify the meaning of nouns, adjectives and adverbs, for example, to create diminutives/augmentatives such as <i>μικρούλι, γατούλα, σπιτάκι, Γιαννάκης, ομαδάρα, σπιταρόνα</i> creating compound and complex sentences by using conjunctions, for example, <i>Δε θα πάω στο σχολείο την Τετάρτη, γιατί θα πάω στη Μελβούρνη με την οικογένειά μου</i>

Examine the structure and linguistic choices of a range of personal, informative and imaginative texts, such as digital/online diary entries, news reports, cartoons and stories, and consider how these choices were influenced by audience and purpose

[Key concepts: textual conventions, linguistic choices, audience, purpose; Key processes: identifying, comparing]

(ACLMGU167)



- describing the main features of familiar text types, for example, cartoon, digital story/DVD, storyboard, online news report, and identifying features such as sequencing
- observing that texts are constructed for a variety of purposes, such as to request, instruct, invite or describe, for example, an invitation to a party or a greeting card
- identifying the structure and organisation of a range of text types, for example, comparing emails and letters, written notes, text messages and print and digital versions of a journal/diary entry
- identifying and comparing features of language use in different text types, such as formality/informality, headings, and lexical and grammatical choices that distinguish textual purpose and audience

Language variation and change

Elaborations

Understand how language use varies according to context, purpose, audience and mode of delivery, and how language choices, such as shifting from a formal to an informal style, may signal changes in social settings

[Key concept: register; Key processes: identifying, connecting, analysing]

(ACLMGU168)



- identifying linguistic features used in different types of text, for example, different greetings and levels of formality expressed in conversations, speeches, emails and electronic text messages
- identifying differences in language, register and style in a range of contexts, for example, in songs, graffiti and event invitations
- understanding that different situations need different levels of politeness depending on the context and the speaker, such as thanking a peer for a gift, apologising to a host for lateness
- recognising that there are linguistic choices to ensure appropriate interaction, for example, when giving directions *εδώ είπα, δεξιά παρακαλώ, σταμάτα*

Recognise that Modern Greek has evolved from Ancient Greek and that changes to the Greek alphabet, number system and style of writing have occurred through the ages; considering factors that have influenced this change

[Key concepts: change, continuity; Key processes: identifying, comparing]

(ACLMGU169)



- finding examples of Greek script throughout history, such as on pots and stone slabs, for example, the Rosetta Stone, the entrance to Delphi, tombstones in Vergina, Byzantine artefacts, coins and old books, observing how different styles of writing have developed
- understanding that there are different forms of written Greek used in different contexts dating from the ancient world to today
- recognising that meanings of particular words and expressions can originate from earlier times, for example, *εντάξει*

Role of language and culture

Elaborations

Understand how language use reflects cultural ideas, assumptions and perspectives, and reflect on how what is considered acceptable in communication varies across cultures

[Key concepts: attitudes, norms, sameness and difference;

Key processes: analysing, interpreting, reflecting]

(ACLMGU170)



- discussing ways of communicating across cultures, the significance of cultural concepts and how social conventions are reflected in language use, for example, *Γεια μας!*, *Νά'σαι καλά*, *Σιδερένιος*, *Να ζήσετε*, *Πάντα άξιος*, considering assumptions and perspectives
- analysing the meaning and use of proverbs, idioms and sayings, for example, *Δείξε μου τον φίλο σου να σου πω ποιος είσαι*, discussing how they reflect culture and traditions
- reflect on ways cultural ideas embedded in language influence places occupied by Greek diaspora and the sustainability of those places



Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Greek to initiate and sustain classroom interactions, (for example, *Πότε θα πάμε σινεμά;*) to carry out transactions (for example, *Πώς πέρασες τις διακοπές σου;*) and to exchange information, ideas, thoughts and feelings about people, (for example, *Ο μπαμπάς μου είναι καλός μάγειρας*), objects, places and events such as, *Τι ώρα θα πάμε στη συναυλία αύριο;* They ask and respond to open-ended questions (for example, *Πού θα ήθελες να ταξιδέψεις στο μέλλον;*) and use rehearsed and spontaneous language to engage in discussions, negotiate, make decisions and arrangements, and offer opinions such as, *Θέλω να πάω στην Ελλάδα κάποια μέρα*. They apply appropriate pronunciation and rhythm in spoken Greek to a range of sentence types, including the use of the accent mark for both intonation and meaning. They locate and interpret information and ideas on topics of interest, such as, *Πώς διασκεδάζουν στην Ελλάδα;* from a range of texts and communicate information, views and ideas using different modes of presentation. They share their response to different imaginative texts by expressing thoughts and opinions and describing ways in which ideas, characters, places and events are represented. Students create imaginative texts about people, places and experiences to entertain others (for example, *Μία αξέχαστη εκδρομή, Όταν ξέχασα να ...*). They use grammatical features, such as regular verbs, irregular verbs, adverbs, adjectives (for example, *έμεινα, έπαιζα, θα μείνω, είπε, να μπορέσω, γρήγορα, πιο γρήγορα, γρηγορότερα, πολύ*), pronouns (for example, *αυτός, κάτι*) and conjunctions (for example, *που, πως, ότι, επειδή, δηλαδή, αλλά, γιατί*) to construct compound and complex sentences and link ideas and sentences. They apply rules of punctuation and spelling to their own written constructions. They translate and interpret texts, identifying and explaining words with particular cultural significance in Greek, and create bilingual texts for the school and wider community, providing subtitles, captions or commentaries to help meaning. They explain why communication with others involves shared responsibility for making meaning, and identify the choices and adjustments they make when participating in intercultural interactions.

Students identify and reproduce irregularities of some sound–letter relationships and combinations. They analyse the structure and linguistic features of different text types to identify their relationship with audience and purpose. They analyse language use in different contexts, including formal and informal (for example, *Συγγνώμη, Με συγχωρείτε*), explaining the impact of purpose, audience and social setting. They explain the dynamic nature of the Greek language from ancient to modern times, and suggest reasons for change. They give examples of ways that language use reflects cultural ideas, assumptions and perspectives such as, *Έχει φιλότιμο, Καλύτερα να σου βγει το μάτι παρά το όνομα*, and how what is considered normal in communication varies across cultures.

Modern Greek

Years 9 and 10

The nature of the learners

At this level, students bring to their learning existing knowledge of Modern Greek language and culture and a range of strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Modern Greek in these.

Modern Greek language learning and use

This is a period of language exploration, vocabulary expansion and experimentation. As learners develop greater control of language structures and systems, their confidence increases, as does their interest in communicating in a wider range of contexts. They use Modern Greek to communicate and interact, to access and exchange information, to express thoughts and opinions, and to participate in imaginative and creative experiences *Αύριο στη Θεσσαλονίκη ο καιρός θα είναι ..., Τι γνώμη έχετε για τη σχολική στολή;*). They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of communication (*το φαστφουντάδικο, το ματς*).

Contexts of interaction

Learners interact with peers, the teacher and other Greek speakers locally and globally through a variety of means and modes of communication, including digital, online, collaborative performance and group discussions. They may participate in wider experiences related to Greek language and culture, such as film festivals, film competitions, drama and art competitions and programs, local Greek festivals, interacting with Greek-speaking guests, artists and musicians, and in-country study trips. These authentic experiences give learners a sense of connectedness and purpose, and make use of and extend their capability beyond the school context.

Texts and resources

Media resources, fiction and non-fiction texts, performances and research projects allow for exploration of themes of personal and contemporary relevance, for example, global issues such as the environment (*Πώς θα προστατέψουμε το δάσος;*), Greek-specific issues such as the diaspora, identity and relationship issues such as the concept of 'journey and belonging', and questions of diversity and inclusivity such as the concept of 'One World'.

Features of Modern Greek language use

Learners communicate with greater fluency, and use their knowledge of grammar and orthographic systems, such as understanding of primary tenses and declensions, to self-correct more readily. They investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning. Task characteristics at this level are more complex and challenging. Elements of tasks may involve interpreting, creating, evaluating and performing, collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources.

Learners understand the relationship between language, culture and identity. They explore in more depth and detail the cultural, personal and linguistic processes involved in learning and using a different language. They recognise that deriving meaning from a different language involves interpretation and personal response as well as accurate translation and factual reporting. They explore intercultural communication, and how moving between different languages and cultural systems enables flexibility, and awareness of and openness to alternative ways.

Level of support

Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system, with opportunities for learners to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes, for example, through portfolios, peer review, e-journals.

The role of English

Modern Greek is used as the primary medium of interaction in both language-oriented and most content-oriented tasks. While learners at this level are able to express some complex concepts and reactions in Modern Greek, English is the medium they use for substantive discussion, explanation and analysis. This allows learners to communicate in depth and detail about their experience of learning Modern Greek, and their thoughts on culture, identity and intercultural experience, at a level that may be beyond their existing ability in Modern Greek.

Years 9 and 10 Content Descriptions

Communicating

Socialising

Initiate, sustain and extend interactions by exchanging experiences, seeking and giving advice, and discussing aspirations and relationships
[Key concepts: social awareness, aspirations, interconnectedness, wellbeing; Key processes: interacting, reflecting, comparing]

(ACLMGC171)



Elaborations

- sustaining interactions with others by acknowledging, asking for repetition or clarification or questioning further, for example, *Συγγνώμη, δεν καταλαβαίνω. Τι είπατε;* and responding appropriately, for example, *όπως έλεγα πριν, σίγουρα ...*
- interviewing peers to extract information on and evaluate views about aspects of life such as school, future aspirations and relationships, and discussing as a class the major themes and concerns that emerge, for example, *Τι γνώμη έχετε για τη σχολική στολή; Τι θέλεις να κάνεις όταν τελειώσεις το σχολείο; Ποιες είναι οι φιλοδοξίες σου για το μέλλον;*
- sharing opinions with peers about events and interests, and incorporating language to express emotions and responses such as approval, gratitude, regret and appreciation, for example, *Ωραία! Σε/σας ευχαριστώ, Λυπάμαι / δυστυχώς, Δεν μπορώ, Σύμφωνοι*
- exchanging information with peers in Greece or Cyprus, such as through letters, emails or online discussions, about aspects of school, youth lifestyle and social issues, using comparisons when expressing thoughts and ideas, for example, *Τι κάνεις τον ελεύθερο χρόνο σου; Πόσο διαρκούν οι διακοπές σας; Πιστεύεις ότι είναι καλύτερα να ... Πώς διασκεδάζουν οι νέοι;*

Take action, and contribute ideas and opinions in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions

[Key concepts: friendship, task, perspective, negotiation; Key processes: transacting, expressing points of view, understanding]

(ACLMGC172)



- contributing opinions and suggestions during shared problem-solving tasks, for example, in resolving a disagreement about a planned activity, for example, *Η πτήση ακυρώθηκε και πρέπει να αλλάξουμε τα σχέδιά μας. Δεν είμαι απόλυτα σίγουρος, αλλά επειδή δεν έχουμε πλέον καιρό, θα πρέπει να συμφωνήσω*
- organising and participating in activities, such as a volunteer visit to a nursing home to communicate to Greek speakers, and developing a classroom journal to document examples of language used in particular contexts, for example, *Σήμερα επισκεφθήκαμε το γεροκομείο όπου γνώρισα μια συμπαθητική γιαγιά ...*
- expressing agreement or disagreement when accepting or declining offers, requests and invitations, for example, inviting peers to attend a celebration or party for example, *Θέλεις να πάμε στη θάλασσα; Ευχαριστώ πολύ που με καλέσατε, αλλά έχω πολλή δουλειά*
- planning events and making decisions with peers, for example, choosing a venue for an event, expressing preferences and asking questions to clarify intentions, for example, *Πότε θα γίνει ο χορός μας; Προτιμώ να γίνει μετά τις διακοπές. Μήπως πρέπει να καλέσουμε και τον διευθυντή;*
- participating in role-plays to complain about something, such as returning damaged or unsuitable goods, for example, *Αυτή η μπλούζα ήταν λερωμένη όταν την αγόρασα / το γάλα αυτό δεν είναι φρέσκο, η ημερομηνία έχει περάσει*

Participate in and sustain classroom interactions by elaborating on opinions and ideas and discussing the opinions and views of others

[Key concepts: interaction, contribution; Key processes: stating views, discussing, sharing experiences]

(ACLMGC173)



- participating in class discussions on topics of interest to young people, for example, *Θέλω να πάω διακοπές. Πού θα πας το Σάββατο; Ποια είναι η γνώμη σου για το θέμα αυτό; Ποια είναι τα θετικά και αρνητικά του/της, τα υπέρ και τα κατά του/της ...*
- interacting with peers to manage shared learning experiences, considering and commenting on the contributions and views of others, for example, *Το ίδιο έπαθα/έκανα και εγώ, συγχαρητήρια, καλή ιδέα*
- comparing experiences and challenges in shared activities, and expressing own opinions such as agreement or disagreement with others, for example, *Διαφωνώ / συμφωνώ με τον/την, πολύ σωστά, αντίθετα ... δεν είναι έτσι*
- managing interactions with peers in class activities such as games or events, by taking turns or different roles, giving encouragement and praise, for example, *Μπράβο σου, Ήσουν καλός/η, Τέλεια, Σειρά σου τώρα, Ας ανταλλάξουμε ρόλους*

Informing

Elaborations

Obtain, analyse and evaluate information and ideas from multiple spoken, written, print or digital sources on a range of issues

[Key concepts: information, representation; Key processes: analysing, evaluating, synthesising]

(ACLMGC174)



- gathering information from different sources and reporting to others, for example, interpreting a weather report or a map, for example, *Αύριο στη Θεσσαλονίκη ο καιρός θα είναι άστατος με πιθανές βροχές, επομένως, Γιάννη, δεν θα μπορέσουμε να πάμε εκδρομή*
- extracting information, discussing gist and evaluating main ideas of texts, such as a conversation, film or music review, advertisement or article, for example, *Η υπόθεση του έργου είναι ... , Ο συγγραφέας προσπαθεί να μας δείξει ..., Ο νέος δίσκος του τραγουδιστή ... είναι υπέροχος ...*
- analysing reports of an event from a range of sources, and comparing different perspectives, for example, statements from a victim and witnesses to a crime (*Τον είδα να κλέβει τα χρήματα ... Δεν το έκανα εγώ*)
- accessing informative texts such as news reports or feature articles, noting key words, specialised terms or points of information to be used in own news report, for example, *Στο αποψινό μας ρεπορτάζ, ο ανταποκριτής μας από την Πάτρα θα μας ...*
- researching aspects of Greek culture and choosing and explaining a particular course of action, for example, a suitable time to visit Greece and Cyprus, or a suitable holiday for Greek-speaking visitors to Australia, for example, designing a poster for Greek visitors to Australia, *Επισκεφτείτε την πανέμορφη Αυστραλία με τις υπέροχες παραλίες της και ...*

Adapt and present information, ideas and opinions on a range of issues in a variety of text types and modes selected to suit audience and purpose

[Key concepts: information, representation, evaluation; Key processes: interpreting, evaluating, explaining, synthesising, presenting]

(ACLMGC175)



- presenting texts on a range of topics to inform others, for example, a weather report, a magazine article about an event, a travel brochure promoting a local region or product
- designing texts such as an advertisement or magazine cover for a particular audience, explaining cultural references and using techniques and effects such as images, music and colour
- conveying own ideas and information in a range of texts for different audiences, using examples of media texts such as television reports, video clips or social media
- presenting ideas and information selected from samples of spoken, written and digital texts which convey cultural as well as content information, for example, newspaper headlines, advertisements, notices in public places, graffiti, providing explanations of particular linguistic and cultural aspects
- creating informative texts for a range of audiences, such as posters, brochures and web pages promoting new music releases, a favourite holiday destination, the healthy Mediterranean diet

Creating

Elaborations

Interpret and discuss different imaginative texts, expressing and justifying opinions on aspects such as themes, mood, emotions and language choices

[Key concepts: imagination, experience; Key processes: interpreting, relating, connecting, justifying]

(ACLMGC176)



- interpreting images, gesture and language choices to convey cultural concepts and ideas in Greek songs, films and performances
- reading, viewing and listening to imaginative texts in a variety of modes to explore and discuss how aspects of Greek society and culture are represented, for example, current social themes such as youth issues, identity
- discussing how imaginative texts such as films, plays and songs portray social issues in everyday life such as relationships, generation gap
- responding to texts and explaining how mood is created and narrative developed through language and expression, language choice, use of metaphors, humour, suspense, surprise
- analysing imaginative texts, discussing how language, culture and literary devices are used to portray characters, places or events to evoke humorous or emotional responses
- comparing lyrics, themes and styles of popular Greek and English language songs, explaining similarities and differences in language use, cultural aspects and modes of expression

Create and perform a variety of imaginative texts for different audiences, manipulating language and experimenting with different techniques such as imagery or sound effects

[Key concepts: imagination, experience; Key processes: experimenting, performing, expressing]

(ACLMGC177)



- creating texts with various settings, characters and events, for example, animated or adventure stories, songs, games or short films, using a range of devices such as imagery and sound effects to entertain
- creating and presenting various types of texts, such as skits or scripts for role-plays, considering characters, themes and settings, for different audiences
- designing and presenting posters and advertisements for real and imaginary situations or products, such as advertising an Australian product for the Greek market and vice versa
- using a familiar text type, such as those found in social media or a blog, to describe an imaginative experience, such as their first day as an exchange student in a school in Greece or Cyprus

Translating

Elaborations

Translate and analyse a range of texts from Greek to English and vice versa, comparing interpretations and explaining differences in meaning

[Key concepts: equivalence, representation; Key processes: translating, analysing, comparing]

(ACLMGC178)



- exchanging translations of familiar texts with peers, through email or shared spaces such as ePals, and discussing different versions to develop a whole-class translation
- translating, analysing and explaining expressions and idioms encountered in Greek texts, finding ways to convey the meaning and cultural significance, for example, *Φαγητά της ώρας, Τα έκανα θάλασσα*
- translating stories for others, analysing how words can have different meanings when used in different ways in a sentence and explaining the differences to others, for example, in using *Πώς πας (στο σχολείο; – με λεωφορείο), Πώς πας (σήμερα Ανδρέα; – τι κάνεις;), Πώς πας (με την εργασία σου; – προχωράς, δυσκολεύεσαι;), Για σου (hello, goodbye, cheers, bless you)*
- translating texts to identify and evaluate cultural elements and influences, for example, proverbs and sayings *Στου κουφού την πόρτα όσο θέλεις βρόντα, Ας τα λέμε καλά, Τα πολλά λόγια είναι φτώχεια*

Create a range of bilingual texts for a variety of purposes and audiences, reflecting on how meaning can be conveyed effectively

[Key concepts: bilingualism, meaning; Key processes: adjusting, interpreting, reflecting]

(ACLMGC179)



- creating bilingual digital/multimedia texts for Greek speakers in Australia, for example, leaflets promoting the arrival of a famous performer or sports team from Greece or Cyprus
- creating bilingual digital/multimedia or online texts, such as a children's story to read to primary school children, for example, the *Spot* books, *Πού είναι ο Σποτ;* comparing aspects of language and culture and discussing with peers and teachers how meaning can be conveyed effectively
- producing bilingual texts such as articles and brochures for different contexts and purposes, and reflecting on the process of working in both Greek and English, for example, an information leaflet for Greek exchange students coming to Australia or for a student study tour to Greece or Cyprus
- corresponding online with Greek-speaking peers to compare experiences and attitudes, making choices about how to represent intended meaning, for example, exchanging views and opinions about school subjects and future aspirations, *Στην Ελλάδα το μάθημα αυτό το λέμε ...*

Reflecting

Elaborations

Reflect on issues related to intercultural experiences, questioning preconceptions and generalisations, and taking responsibility for modifying language and behaviours
[Key concepts: understanding, intercultural experience; Key processes: communicating, observing, reflecting, responding]

(ACLMGC180)



- reflecting on learning and using Greek, and communication misunderstandings and breakdowns, discussing repair and recovery strategies and insights gained
- reflecting on gestures, intonation patterns and facial expressions that are different in Greek, and recognising how some could be adopted in other contexts and situations
- exchanging correspondence online/digitally with peers in Greek-speaking communities and reflecting on differences and similarities in language use and conventions and cultural nuances
- reflecting on and discussing ways of modifying own language and behaviours to communicate effectively with Greek speakers, for example, keeping a record of required modifications for intercultural experiences
- sharing responsibility for modifying language and behaviours through providing feedback to other learners

Engage in intercultural experience, reflecting on own cultural identity and how this shapes personal ways of communicating and thinking

[Key concepts: self, interconnection across concepts and actions; Key processes: reflecting, discussing, analysing, evaluating]

(ACLMGC181)



- monitoring, evaluating and recording own experiences and reactions when communicating in Greek, for example, by keeping an online or digital diary or journal and considering how perspectives may have changed over time
- reflecting on and discussing own ways of communicating and behaving and how these may be interpreted by Greek speakers, considering concepts such as 'culture', 'attitudes', 'assumptions' and 'values'
- reflecting on the experiences of Greek migrants when they came to Australia, discussing the impact they have made on Australian society and the issue of cultural identity

Understanding

Systems of language

Elaborations

Use pronunciation rules and apply features of spoken Greek such as intonation, stress and rhythm to polysyllabic words, and extend to more advanced spelling and punctuation rules [Key concept: sound and writing systems; Key processes: applying, expanding]

(ACLMGU182)



- recognising that pronunciation, rhythm and tempo help in making meaning in interactions and applying this knowledge to own communication
- comparing English and Greek sounds and spelling to support pronunciation of familiar and unfamiliar words and expressions, for example, astronaut/αστροναύτης, school/σχολείο, mathematics/μαθηματικά
- using accentuation correctly and with appropriate pronunciation, for example, τσάι, παίχτης, οικόπεδο
- applying appropriate pronunciation of ια, ιε, ιο, ιό, ιου with different preceding letters
- recognising that the sound 'l' is represented by the following letters, depending on the context: Ι, ι, Η, η, Υ, υ, Ει, ει, Οι, οι
- recognising the different pronunciation of the digraphs/diphthongs, for example, αυ - αυτοκίνητο and αυλή, ευ - ευχαριστώ and ευγενικός, μπ, ντ, γκ, γγ, τσ, τζ
- recognising that double letters in Greek sound the same in most cases, for example, ιππόδρομος, Γιάννης
- building phonic awareness by using and experimenting with sounds and rhythms, for example, γέρος, γερός
- reinforcing pronunciation, phrasing and intonation skills by reciting and repeating words and phrases in context
- recognising the role of stress and rhythm in creating emphasis
- using appropriate spelling and punctuation in a range of written texts

Understand and apply grammatical structures, such as passive and active voice, negation, word order and time clauses, recognising that they serve particular functions and that grammatical choices shape meaning

[Key concept: grammatical system; Key processes: analysing, selecting, applying]

(ACLMGU183)



- choosing appropriate terms to describe events across time (present, past and future) and choosing appropriate tense, for example, *Φέτος θα πάω διακοπές στην Κύπρο, Πέρις γύρισα όλη την Ελλάδα*
- recognising the order of pronouns to emphasise who is carrying out an action or to refer to a person or thing, and applying agreement in gender and number to identify subject and object, for example, *Κανείς δεν είναι τέλειος, Μου αρέσουν αυτοί που λένε την αλήθεια*
- using a range of adverbs and adjectives to modify and intensify meaning of verbs and adjectives, for example, *ακριβώς, αρκετά, πολύ, λίγο, πολλή*
- using cohesive devices such as conjunctions to link, clarify and sequence ideas and modify meaning in written and spoken texts, for example, *Αφού δεν είχα αρκετά λεφτά, γύρισα σπίτι μου, γιατί, επειδή, αλλά, και, τότε*
- responding to and using imperative mood, for example, *ελάτε, γράψε*
- using a range of nouns and adjectives and possessive forms, for example, *μου/μας/σου/του/της/τους, δικό τους, δικά μας*
- seeking information using a range of questions, for example, *Τι; Μήπως ξέρεις; Πώς; Πού; Γιατί; Πότε;*
- continuing to build a metalanguage to describe grammatical concepts and develop learning resources, for example, verb charts, vocabulary lists, groups of pronouns, adverbs or adjectives

Discuss the interrelationship between linguistic elements, context, purpose, audience and structure of a wide range of text types, such as poetry, biographies, blogs, emails and advertisements, and identify how cultural elements are incorporated

[Key concepts: context, culture, perspective; Key processes: comparing, analysing, identifying]

(ACLMGU184)



- recognising main features of a range of text types in Greek, for example, emails, plays, songs, poetry, and discussing how they are used and how they add to the richness of the text
- analysing texts, such as advertisements and magazine articles, and discussing linguistic and cultural elements
- reading, viewing and listening to different texts in Greek, paying attention to how messages can be expressed for different audiences and purposes, for example, reading messages on social media sites, emails, blogs
- discussing language appropriate to particular text types, such as descriptive language in documentaries and persuasive language in advertisements
- explaining form, features and purposes of texts, such as how they are organised in terms of layout, headings, sequencing of ideas and stylistic devices, for example, informative language in documentaries and persuasive language in advertisements

Language variation and change

Elaborations

Analyse culturally specific ways of interacting in Greek and how and why language use varies according to cultural contexts, considering why these differ from interactions in English or in other languages

[Key concepts: norms, variation; Key processes: analysing, comparing]

(ACLMGU185)



- comparing texts created for different audiences, such as advertisements, brochures and signs, noticing how language use reflects ideas and messages that are relevant to a particular audience
- investigating the nature and use of Greek language in different contexts of interaction, for example, asking Greek-speaking students in Australia with whom they communicate in Greek and for what purposes, reflecting on similarities and differences to interactions in English or other languages
- analysing a range of correspondence and dialogue to identify features of language that affect levels of formality, such as the use of the subjunctive, imperative mood and plural polite register, for example, *Αγαπημένε μου φίλε Γιάννη, γεια σου, Αξιότιμη κυρία Λασκαρίδη, Πες μου, Πείτε μου, Ας μιλήσουμε, Για να σε ακούσω*
- identifying English words in the Greek language, for example, *πάρκινγκ, ζάπινγκ*, and discussing their emergence and use

Reflect on the dynamic and ecological nature of language, recognising that Modern Greek still uses some words and phrases from earlier Greek versions of its language, and that all languages influence each other

[Key concepts: dynamic systems, impact; Key processes: analysing, reflecting]

(ACLMGU186)



- examining traditional and contemporary Greek texts and identifying expressions still in use today, for example, *Εν τω μεταξύ*
- recognising how English is modifying Greek language use in particular spheres, for example, language used in the entertainment industry, films and television programs, or language used to express modern concepts, for example, *το ματς, το φαστφουντάδικο, να μπω στο ίντερνετ, σε φόρουμ, κάνω τσατ/τσατάρω* or language used to keep up with trends, for example, *ρελάξ, ΟΚ, κουλ*
- recognising that language changes over time, for example, by viewing Greek films in historical settings and those in contemporary settings and discussing the language used

Role of language and culture

Elaborations

Understand that language, culture and communication are interrelated and shaped by each other, and recognise how this impacts on attitudes and beliefs

[Key concepts: culture, language, meaning, values and attitudes; Key processes: discussing, reflecting, comparing]

(ACLMGU187)



- collecting examples of Greek in the local landscape, for example, in particular parts of the city such as marketplaces, exhibitions or cultural events, and discussing the influence and significance of Greek language and culture on the sustainability of communities in Australia today
- reflecting on the impact of Greek migration on many other languages and cultures, for example, by conducting a classroom project on Greek ideas which have shaped and influenced the world
- recognising the importance of learning and using different languages to access the cultural practices, values and beliefs of others
- analysing and describing how language use and culture are interrelated and reflect and shape relationships, practices and attitudes across Greek-speaking communities

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Greek to initiate, sustain and extend formal and informal interactions with teachers, peers and others in a range of settings such as, *Τι θα κάνεις μετά το σχολείο*; They use language spontaneously to respond to others, seek and give advice (for example, *Δεν ξέρω τι να κάνω*), contribute ideas and opinions, describe relationships, discuss aspirations (for example, *Θέλω να κάνω ένα ταξίδι*), compare experiences and express opinions on issues of interest such as, *Πώς θα προστατέψουμε το δάσος*; They interact with others to take action, make decisions, negotiate, plan and organise events and complete transactions. They sustain and extend conversations by elaborating on opinions and ideas, expanding questions, and seeking and discussing responses and opinions. They apply appropriate pronunciation, rhythm and stress in spoken Greek in their interactions. They analyse and evaluate ideas and information obtained from multiple spoken and written sources on a range of issues such as, *Η τεχνολογία σήμερα*, *Πού μιλάνε τα ελληνικά*; They present information using different text types and modes of presentation to suit different audiences and to achieve different purposes (for example, *blog για το σχολικό περιοδικό για τη μόδα, μιά μουσική εκδήλωση*). They share their responses to different imaginative texts by expressing and justifying opinions on language use, themes, moods and emotions. They manipulate language and use different techniques to produce imaginative texts for different audiences. When creating texts, they use a variety of grammatical elements, such as passive and active voice (for example, *Καθόμουν*, *Θα καθίσω*, *Έλα κάθισε*), negation (for example, *Ούτε τώρα, ούτε ποτέ*), word order and time clauses (for example, *Μιλούσε στο τηλέφωνο όταν τον είδα*), to shape meaning (for example, *Όταν έρθεις σπίτι μου, θα πάμε να φάμε έξω*). They accurately apply rules of punctuation and spelling to their own written constructions. Students translate and analyse a range of texts, compare interpretations and explain differences. They create a range of bilingual texts that convey intended meaning for a variety of purposes and audiences. They explain the relationship between language, culture and identity, question assumptions and modify language and behaviours in intercultural interactions as appropriate.

Students analyse a range of texts to identify cultural elements and perspectives and to explain the interrelationship between linguistic elements, context, purpose, audience and structure. They give examples of how language use varies according to cultural contexts, explaining why Greek interactions differ from those in English or other languages. They explain why Greek, like other languages, is fluid and dynamic as well as solid and influential. They explain ways in which language and culture are interrelated and influence each other.

The Australian Curriculum Languages - Modern Greek Years 7–10 (Year 7 Entry) Sequence

Modern Greek

Years 7 and 8

The nature of the learners

Students are beginning their study of Modern Greek and typically have little prior exposure to the language and associated cultures. Many will have learnt a different language in primary school, while some will have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Modern Greek. Students' textual knowledge developed through English literacy supports the development of literacy in Modern Greek. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider how the experience impacts on the sense of 'norms' associated with their first language and culture.

Modern Greek language learning and use

Learners listen to, speak, read and write Modern Greek in a widening range of interactions for a variety of purposes. They participate in role-plays, discussions, games, practical activities and competitions, and are supported to use Modern Greek as much as possible. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They plan, draft and present imaginative texts, and design interactive events and collaborative tasks. They express ideas and feelings, exchange opinions, and manage shared activities. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They focus on the different systems that structure language use (grammar, vocabulary, sounds, the Greek alphabet and script) and gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of texts, such as posters, advertisements and songs. They make cross-curricular connections and explore intercultural perspectives and experiences through interaction with speakers of Greek. They are encouraged to reflect on language, ideas and their sense of self, and consider connections within and across languages and cultures.

Contexts of interaction

Modern Greek is used not only for classroom interactions and transactions, but also for broader interactive and intercultural experiences, for example, in school excursions, sister-school relationships, and study trips to Greece, Cyprus and other Greek-speaking communities. Extra opportunities for interaction are provided through purposeful and integrated use of information and communication technologies (ICT), for example, videoconferencing and online activities such as e-learning. Texts and resources

Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They also use materials designed for students of Modern Greek in different contexts, for example, blogs, newsletters, advertisements, magazines, video clips and apps. Authentic texts from different sources provide opportunities for discussion and analysis of the relationship between language and culture.

Features of Modern Greek language use

Learners become familiar with the sounds of Modern Greek, including pronunciation, rhythm, pitch and stress (*Πώς πας Αντώνη; το αυτοκίνητό μου*). They approximate the pronunciation and phrasing of vocabulary and short sentences (*Σας αρέσει το παγωτό;*) and develop their understanding and use of the Greek alphabet. They apply elements of Modern Greek grammar to the production of simple texts, such as subject–verb–object word order, simple verb forms (*είμαι, παίζω, θέλω, γράφω*), adjectives and adverbs (*μεγάλος, μικρός, πολλή, πολύ*) and conjunctions (*και, αλλά*) to link ideas. They make comparisons between Greek and English, for example, *το αυτοκίνητο/automobile/car, το αμφιθέατρο/amphitheatre*, and other languages they know, focusing on similarities and differences between languages and cultural systems. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine ways in which people, issues and circumstances are represented (*καλή όρεξη, καλό ταξίδι, με το καλό, με γεια*).


Level of support

A multilevel and personalised approach to teaching and task design caters for the diversity of prior experience of learners. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, and structured activities for practising new language. Students are supported to develop autonomy as language learners and users, and to self-monitor and adjust simple language in response to their experience in diverse contexts. Opportunities to review and consolidate are an important component of learning at this level.

The role of English

Modern Greek is the main language of instruction and interaction, while English may be used for conceptually demanding explanations and discussions, particularly when making connections between Modern Greek and other languages and cultures.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations
<p>Interact with peers and teacher to exchange information and opinions about self, family, friends and interests, and express feelings, likes and dislikes</p> <p>[Key concepts: family, friendship, leisure; Key processes: introducing, interacting, describing]</p> <p>(ACLMGC001)</p> 	<ul style="list-style-type: none"> engaging in conversations face-to-face or online, with peers and teacher, to exchange information about themselves, their family and friends introducing self and others in real and imagined situations, for example, <i>Αυτή είναι η μαμά μου</i>, kissing on both cheeks when appropriate, and using the singular and plural form for example. <i>Πώς σε / σας λένε;</i> expressing opinions and describing and exchanging information about interests, for example, leisure activities, using modelled language, for example, <i>Παίζω μπάσκετ. Σου αρέσει η μουσική;</i> expressing likes and dislikes in classroom and school ground conversations, for example, <i>Μ' αρέσει/ Δε μ' αρέσει η τσάντα</i> expressing how they are feeling, for example, <i>Είμαι καλά, έτσι κι έτσι, πολύ καλά</i>

Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements

[Key concepts: tasks, performance, transaction, collaborative learning; Key processes: planning and managing tasks, contributing]

(ACLMGC002)



- using language to participate with others in everyday activities, for example, ordering at a restaurant *Θέλουμε/Θα πάρουμε δύο σουβλάκια και μία λεμονάδα*, *shopping at a bakery*, *Πόσο κάνει;* using public transport, *Ένα εισιτήριο, παρακαλώ*, or meeting at the movies, *Ραντεβού στις πέντε*
- participating in role-plays relating to making arrangements, for example, *Πάμε στην πόλη το Σάββατο;*
- collaborating with peers to present a birthday celebration song to a classmate, for example, *Χρόνια πολλά!*
- creating presentations or performances for family, friends or school community to showcase Greek language learning, for example, a Greek Christmas carol such as *Τρίγωνα Κάλαντα*, *Άγια Νύχτα* or a current pop song
- accepting or declining an invitation, for example, *Ναι, ευχαριστώ*, *Συγγνώμη, δεν μπορώ*

Interact in class routines and exchanges by asking and responding to questions, following instructions and seeking help and permission

[Key concepts: routine, roles; Key processes: participating, questioning, responding]

(ACLMGC003)



- asking and responding to questions relating to the learning environment, for example, *Πού είναι το βιβλίο σου;* *Είναι εδώ/εκεί*, and how to say something in Greek, *Τι είναι αυτό;* *Πώς λένε ...;*
- interacting in classroom routines by following instructions, for example, *Ανοιξε την πόρτα!*, *Μάλιστα κυρία/κύριε*, *Σειρά σου/σας*, and responding to the teacher during roll call, *Εδώ κυρία/κύριε*
- using formulaic language to ask permission, *Μπορώ να πάω ...;* *Θέλω να ...;*
- responding with actions or gestures to questions such as *Τι θέλεις;* *Κατάλαβες;*

Informing

Elaborations

Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written, visual, digital or multimodal texts

[Key concepts: interconnection across events and actions, discovery; Key processes: listening, reading, identifying, classifying]

(ACLMGC004)



- reading, viewing or listening to texts, such as a map, song, poster, email or interactive game and responding to questions, for example, *Πού είναι η Σαντορίνη;* *Τι χρώμα είναι τα ρούχα;*
- obtaining information on a range of topics, such as the life of a student in Greece or Cyprus, for example, *Πώς τον/την λένε;* *Πόσων χρονών είναι;*
- identifying main ideas and key points of information in texts and using the information in new ways, for example, reading about an annual event in Greece or Cyprus and producing a program
- identifying key and commonly used expressions in texts and using them in own texts, for example, *Απίστευτο!* *Σπουδαίο!* *Φοβερό!* *Τέλειο!*
- gathering and collating information from sources such as class surveys, and presenting findings to others in digital formats, for example, posters, wall charts, profiles or timelines

Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest
[Key concepts: representation, culture; Key processes: informing, reporting, speaking, writing]

(ACLMGC005)



- creating texts relating to own experiences, for example, Easter celebrations, using appropriate and related greetings, *Καλό Πάσχα, Χριστός Ανέστη*
- describing aspects of life in Australia for an audience in Greece or Cyprus, such as a teenage birthday party
- presenting information in different formats for different audiences, for example, writing an email to a pen pal in Greece or Cyprus, introducing a new student to the class
- reporting on events in their school life, personal world and immediate environment, for example, in a diary entry
- using different modes of presentation to profile significant events, people or places related to Greek-speaking communities, for example, a flyer about a community event, a digital presentation on a favourite musician

Creating

Access imaginative texts such as cartoons, songs, stories or digital texts, and respond by describing aspects such as characters, events and ideas
[Key concepts: plot, character, experience; Key processes: interpreting, recounting, describing]

(ACLMGC006)



Elaborations

- participating in imaginary exchanges between characters from a story in a performance for the class
- accessing digital texts, and responding to questions about characters and events
- describing characters, events and key ideas in a shared text using a scaffold, for example, a storyboard
- listening to songs such as Greek versions of English language songs, for example, 'Jingle bells'/'*Τρίγωνα Κάλαντα*', and comparing aspects that may be similar or different

Create or represent and perform own imagined scenarios, characters and events, using stimulus materials and modelled language
[Key concepts: imagination, creativity; Key processes: expressing, performing]

(ACLMGC007)



- creating own versions of familiar texts, such as greeting cards for imaginary special occasions or board games, for example, Greek version of Scrabble
- creating and telling a story from a stimulus, such as a photograph, using speech bubbles, voice recordings or captions to accompany visuals, using digital technologies
- creating and performing a short play or video clip to share with and entertain others, for example, a rap or role-play on Grandparents' Day or Open Day for younger students
- composing and participating in imaginary interactions, for example, a conversation between avatars or meeting a character from a Greek story or film for the first time

Translating

Elaborations

Translate and interpret texts such as emails, signs and notices from Greek to English and English to Greek, using contextual cues and familiar textual features and recognising aspects that are similar and different in the two language versions

[Key concepts: equivalence, representation; Key processes: interpreting, translating, explaining]

(ACLMGC008)



- translating short, simple texts from Greek to English and English to Greek, identifying words and expressions that can be readily translated and those that can be 'lost in translation', for example, *το κέφι, βρέχει καρεκλοπόδαρα*
- translating signs and notices from Greek to English and English to Greek, identifying similarities and differences in both language versions
- identifying and explaining expressions that need interpretation rather than translation, for example, *Γιάννης - Γιαννάκης, τσάκα-τσάκα*
- using bilingual dictionaries and electronic translation tools to become aware of alternative or multiple meanings of words and the importance of context when making meaning, for example, *το κορίτσι/αγόρι μου*

Create bilingual texts and resources to support their own learning, such as glossaries and personal dictionaries, digital resources and charts

[Key concepts: equivalence, context, meaning; Key processes: translating, interpreting, explaining]

(ACLMGC009)



- creating bilingual resources for language learning, such as word banks or a personal Greek–English dictionary, with examples and explanations of language use
- using dictionaries and electronic translation tools to create bilingual texts, such as posters, maps, menus and schedules, making decisions about language use that are appropriate for the audience
- creating bilingual resources, such as picture dictionaries or photo stories with bilingual captions and labels, for example, recreating a village scene in Greece or Cyprus, depicting roads, shops, products and services
- creating bilingual signs and notices for the school, such as *το γυμναστήριο, η είσοδος/έξοδος, η αίθουσα*
- developing strategies to support understanding of language that cannot be directly translated, for example, in the use of actions and gestures

Reflecting

Engage with speakers of Greek recognising that interaction involves the expression of cultural experience and values as well as language

[Key concepts: exchange, awareness, interpretation, cultural frames; Key processes: noticing, reflecting, responding]

(ACLMGC010)



Elaborations

- participating in and discussing experiences in intercultural interactions, for example, using appropriate greetings, terms and non-verbal gestures and explaining why they vary in different cultural and social settings and contexts
- researching language used in different contexts, for example, informal texts such as text messages, recognising elements that reflect cultural attitudes and trends, for example, *τα λέμε*
- reflecting on choices made when using Greek to interact with others, considering the relationship between language and culture, for example, when speaking in the formal and informal register *Καλημέρα σας κυρία/κύριε, Αγαπημένο μου ημερολόγιο ... σε φιλώ, φιλάκια*
- participating in intercultural experiences, for example, visiting a Greek cultural establishment, reflecting on etiquette, cultural expressions and language choices

Recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity

[Key concepts: communication, identity; Key processes: noticing, reflecting, comparing, connecting]

(ACLMGC011)



- monitoring own development as a Greek speaker and exploring the relationship between identity, culture and language in relation to learning and using Greek
- recognising and exploring how identity is expressed through languages spoken by people in various cultural contexts, including languages spoken by classmates and family or community members
- participating in Greek cultural experiences, such as eating at a Greek restaurant, going to a concert or attending a function, and reflecting on cultural similarities and differences in own language and behaviours
- reflecting on gestures and language choices used by speakers of Greek and considering when and how to use these in own communication, for example, shaking head in agreement, use of hands to emphasise points made in conversation

Understanding

Systems of language

Identify similarities and differences between the phonological and orthographic systems of English and Greek, including accentuation and intonation in oral language, and decode and use the Greek script

[Key concepts: sound system, writing system; Key processes: recognising, imitating, comparing]

(ACLMGU012)



Elaborations

- using the Greek alphabet, making connections between spoken and written forms, and recognising similarities and differences to the English alphabet
- recognising accentuation and differences such as *πού/που, πώς/πως, ή/η*
- developing and using Greek pronunciation, reproducing sounds and combinations
- using the Greek alphabet for spelling out names and other words
- developing awareness of Greek sounds, rhythms and intonation patterns
- becoming familiar with the Greek vowel system
- recognising intonation for questions, statements, commands and interjections
- knowing when to use *σ/ς*
- using vowels to create same sounds, such as *ι, η, υ, ει, οι*
- understanding and using punctuation particular to the Greek language, for example, the question mark (·;)

Recognise and use vocabulary and grammatical elements such as articles, pronouns and gender forms, and a limited range of common verbs in the present tense to create simple sentences and phrases

[Key concepts: vocabulary, grammatical structures; Key processes: understanding, making connections, applying]

(ACLMGU013)



- using nouns and verbs, recognising agreement and word order, for example, *Η μαμά μου είναι ...*
- understanding and applying the concept of verb conjugation by using appropriate verb endings
- indicating quantity using plural forms, for example, *ο, η, το, οι, οι, τα*
- using negative expressions such as *δεν, μη*
- conjugating the present tense
- using common verbs such as *γράφω, θέλω, τρέχω* to describe simple actions
- using definite and indefinite articles, for example, *ο, η, το, ένας, μία, ένα*
- applying appropriate gender to nouns
- using singular and plural pronouns *εγώ, εσύ, αυτός/η/ο, εμείς, εσείς, αυτοί/ες/α*
- developing knowledge of vocabulary related to personal world, for example, self, family, friends, school and home, leisure activities, food and drink

Recognise and understand characteristic features of common types of text, comparing them with equivalent texts in English [Key concepts: equivalence, genre; Key processes: noticing, comparing, explaining]

(ACLMGU014)



- comparing texts in Greek and English by identifying similarities and differences, for example, postcards, diary entries, short emails or a personal note to a friend
- identifying characteristic features of familiar text types such as signs, instructions, songs, advertisements and invitations, and noting differences in expression and levels of formality, for example, a wedding invitation or a clothing sale at a store
- transforming a simple text, such as a short song, into another text type, for example, a conversation or cartoon, applying the key features of the second text type and making comparisons with transforming a similar text in English

Language variation and change

Elaborations

Understand that Greek, like all languages, varies according to participants, roles and relationships, context and culture [Key concepts: variation, register; Key processes: noticing, comparing]

(ACLMGU015)



- examining differences between formal and informal language in social interactions such as greetings, introductions and farewells, for example, *Γεια σου Γιάννη/Γεια σας παιδιά, Με λένε Μαρία, Καληνύχτα σας*
- recognising that language use varies according to context and situation, and variables such as gender, age and the relationship of participants, for example, language used with friends compared to language used in formal situations such as meeting a friend's family for the first time
- observing and noticing cultural differences in informal and formal situations and interactions, for example, at a Greek celebration such as a festival

Understand that Greek is a language that has influenced many global languages and continues to influence and change through interaction with other languages and cultures

[Key concepts: dynamic systems, communication, relationships; Key processes: recognising, comparing, discussing]

(ACLMGU016)



- understanding that Greek is an official language of Greece, Cyprus and the European Union and is also spoken in Greek-speaking communities in the Greek Diaspora
- exploring and discussing the influence of the Greek language on English, identifying examples of Greek words and morphemes used in English, such as prefixes, suffixes and base words, using strategies to work out meanings of unknown words, and considering why word borrowing occurs across languages, for example, *anti-*, *astro-*, *auto-*, *bio-*, *cosmos*, *deca-*, *demo-*, *geo-*, *glossary*, *-gram-*, *-graph-*, *hyper-*, *hypo-*, *-ic*, *-ism*, *-itis*, *kilo-*, *-logue*, *mega-*, *-meter-*, *micro-*, *mono-*, *-morph-*, *neo-*, *octo-*, *-ology*, *pent-*, *peri-*, *-phil-*, *-phobia*, *photo-*, *-poly-*, *psych-*, *-scope*, *tech-*, *tele-*, *-therm-*, *tri-*
- recognising loan words from English that are used in Greek, such as *πάπι*, and other words used in Greek that have been borrowed from other languages such as *μπλε*, *γκρι*, *ροζ*, *παλτό*, *ραντεβού*, *λέντι*, *κέφι*, and discussing why these words have been borrowed

Role of language and culture

Identify connections between language, culture and communication, recognising how communication styles and practices vary across cultures and how intercultural exchange involves the exchange of meaning as well as words
[Key concepts: interdependence, values, norms; Key processes: analysing, making connections]

(ACLMGU017)



Elaborations

- investigating own personal and community practices to identify connections with Greek language and culture, for example, in cooking, sport, music, dance or technology
- discussing elements of culture in Greek language and their significance in reflecting values, attitudes and traditions, such as references to saints' days
- discussing, questioning and explaining understanding of own and other cultures, and considering how attitudes towards diversity and difference affect communication and the sustainability of communities
- examining culturally specific terms and phrases, such as *η παρέα*, *το κέφι*, *Στην υγειά σου*, *Με γεια*, *Γεια στα χέρια σου/σας*, developing appropriate explanations for them and discussing equivalent terms in other languages

Years 7 and 8 Achievement Standard

By the end of Year 8, students use Greek to describe feelings (for example, *Αγαπώ τη μουσική*), express likes and dislikes (for example, *Δε μου αρέσει η σοκολάτα*) and exchange information about their personal worlds, including information about themselves (for example, *Με λένε Γιώργο, Μένω στην Αυστραλία*), their family (for example, *Ο πατέρας μου είναι ψηλός*), friends (for example, *Ο Γιάννης είναι φίλος μου*) and interests such as, *Μου αρέσει η μπάλα*. They interact with others in collaborative and classroom activities, using modelled language to carry out transactions (for example, *Τι ώρα θα πάμε κυρία; Πόσο κάνουν οι καφέδες;*), ask and respond to familiar questions such as, *Το τρένο φεύγει στις δέκα;* follow instructions, and seek help or permission (for example, *Μπορώ να πάω σινεμά; Η τράπεζα είναι στο δεύτερο δρόμο δεξιά, Συγγνώμη κύριε αλλά δεν καταλαβαίνω*). When interacting, students pronounce Greek sounds, and use intonation and accentuation such as, *Το σχολείο, ο φίλος, οι φίλοι, Η Ελένη αγόρασε καινούρια μπλούζα*. They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. Students describe characters, events and ideas in imaginative texts using high-frequency vocabulary and create short informative and imaginative texts using modelled sentence structures and formulaic expressions (for example, *Γεια σου μαμά / Καλημέρα κυρία Σοφία, Πώς είστε; χαιρετισμούς, Με αγάπη*). They use the present tense (for example, *Μένω στην Αυστραλία*), common verbs (for example, *γράφω, διαβάζω, θέλω, είμαι, έχω*) and other grammatical structures such as verb endings (for example, *ω, εις, ει, ουμε, ετε, ουν*) and singular and plural forms (for example, *ο, οι, η, οι, το, τα*) to create simple sentences and phrases such as, *Τί κάνεις σήμερα;* They translate and interpret texts using contextual clues and textual features and create simple bilingual texts for classroom use. When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange (for example, *Το Πάσχα βάφουμε κόκκινα αυγά*).

Students identify the similarities and differences between the sound systems of Greek and English (for example, *γγ, μπρ, τσ, γκ, ντρ, ντ, γ, ζ, υ, ξ, ψ, χ, μυθολογία, ιστορία, οξυγόνο, χιλιόμετρο*). They describe the key features of common types of texts, comparing them with equivalent text types in English. They give examples of how language varies according to participants, roles and relationships, and context and culture (for example, *η μαμά, η μητέρα*). They identify ways that Greek language and culture have influenced and continue to influence many global languages. They analyse words and expressions to identify and explain connections between language and culture such as, *Στην υγεία σου/σας, Με γεια, Γεια στα χέρια σου/σας*.

Years 9 and 10

The nature of the learners

Students have prior experience of learning Modern Greek 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 Modern Greek may feature in these.

Modern Greek language learning and use

This is a period of language exploration and vocabulary expansion and experimentation with different modes of communication. Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners use Modern Greek to communicate and interact, access and exchange information, express feelings and opinions, and participate in imaginative and creative experiences. There is a balance between activities which focus on language forms and structures and those which emphasise communicative tasks and performance. Learners recognise that deriving meaning from a different language involves interpretation and personal response as well as literal translation and factual reporting. Task characteristics and conditions at this level are more complex and challenging, providing opportunities for collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence forms of communication. They discuss the relationship between language, culture and identity, exploring in more depth the processes involved in learning and using a different language. They recognise the value of learning a second language and have a growing awareness of the interconnection between Australia and Greek-speaking communities in Australia and overseas.

Contexts of interaction

The language class remains the principal context for learning and using Modern Greek. Learners use spoken and written Modern Greek to interact with peers and the teacher in the classroom, and extend their interactions beyond the school setting through communication with Greek speakers in local contexts and online environments. They participate in wider experiences relating to Greek language and culture, such as film festivals and competitions, drama and art programs, Greek festivals, interacting with Greek-speaking guests, artists and musicians, and in-country study trips. These authentic experiences give learners a sense of connectedness and purpose, and make use of and extend their language capability beyond the school context.

Texts and resources

Learners engage with a range of texts and resources, such as textbooks, videos, apps and online materials, media resources, fiction and non-fiction texts, and performances

Features of Modern Greek language use

Learners recognise and approximate the pronunciation, rhythms and intonation patterns of extended phrases and compound sentences. They use vocabulary with more complex syllable combinations and become more fluent and accurate in spoken and written language production. They gain greater control of grammatical elements, using a range of verb tenses to describe past (*έπαιξα/έπαιζα*), present (*παίζω*), future events (*θα παίξω/θα παίζω*), and experiences (*ήταν καλά, πέρασα ωραία*), a range of adverbs (*χτες, μεθαύριο*), adjectives to elaborate on meaning (*πιο μεγάλος, μεγαλύτερος, ο πιο μεγάλος, Η Άννα είναι μεγαλύτερη από όλους μας*), and cohesive devices to link and sequence actions, events and ideas (*μετά, τότε, Θέλω να πάω στην Κύπρο και μετά να πάω στην Ελλάδα*). They analyse text more critically, identifying how language choices reflect perspectives and meaning in a range of texts, and developing their understanding of the relationship between context, purpose and audience. They explore the reciprocal nature of intercultural communication, how moving between different languages and cultural systems impacts on learners' ways of thinking and behaving and how successful communication needs flexibility, awareness and openness to alternative ways. They consider their own cultural practices from the perspective of others and communicate in intercultural appropriate ways.


Level of support

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are needed to support these challenges. A range of resources is provided and processes are modelled for the development of more autonomous self-monitoring and reflecting strategies, such as e-journals, video documenting and discussion forums. Continued focused attention on grammatical and textual features supports learners in the production of texts.

The role of English

Learners at this level increasingly use Modern Greek for classroom interactions and routines, and are able to express some complex concepts and reactions in Modern Greek, in structured discussions. English continues to be used as the medium for substantive discussion, comparison, analysis and reflection. This allows learners to express abstract and complex views and ideas about language, culture, intercultural experience and identity that may be beyond their existing ability in Modern Greek.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations
<p>Initiate and sustain interactions by sharing personal opinions and experiences, face-to-face or online, with peers, and comparing aspects of young people's lives, such as relationships, events and aspirations</p> <p>[Key concepts: youth, relationships, future; Key processes: interacting, comparing, sharing]</p> <p>(ACLMGC018)</p> 	<ul style="list-style-type: none"> initiating conversations, for example, with peers and sister-school friends, using expressions appropriate to context and audience, such as <i>Τί έκανες χτες; Πάμε στο γλέντι;</i> sustaining face-to-face or online conversations on topics of mutual interest, for example, <i>το πάρτυ, η μουσική, η φίλια, η μόδα</i>, parties, music, friendship, fashion, through active listening strategies, turn-taking and verbal and non-verbal responses, for example, shrugging shoulders, head shaking extending and elaborating on modelled language to elicit others' and express own experiences and opinions, for example, <i>Τι νομίζεις; Πιστεύω ότι, Μ' αρέσει καλύτερα η θάλασσα, Συμφωνείς;</i> using formulaic language to share and compare aspects of teenage life, for example, <i>Το κινητό μου είναι μαύρο, Το δικό μου είναι μεγαλύτερο</i>, and aspirations, for example, <i>Θέλω να γίνω ...</i>

Participate in collaborative planning and decision-making for events and shared experiences, and engage in different transactions

[Key concepts: roles, transactions, tasks; Key processes: negotiating, collaborating]

(ACLMGC019)



- planning a performance, event or presentation, making decisions collaboratively, for example, a class party, activities for languages week
- making transactions in either authentic or simulated situations, such as purchasing goods, checking receipts to confirm the price and other information relating to a purchase, for example, currency conversion, change, *το ευρώ, τα δολάρια, η έκπτωση*
- planning an orientation activity to guide younger students around the school, and collaboratively developing a map of the school with Greek names and symbols, for example, *Πού είναι ...; δεξιά, αριστερά, πάνω, κάτω, μέσα, έξω, η καντίνα, το γραφείο*
- planning collaboratively for an event by participating in scenarios related to travelling in Greece or Cyprus, for example, planning an itinerary, *Τη Δευτέρα θα πάμε στην Ακρόπολη, Την Τρίτη θα είμαστε στο Σούνιο*
- sharing opinions about the benefits of visiting various tourist sites in Greece or Cyprus, for example, *Θέλω να πάω στα νησιά/στην Ακρόπολη/στο μουσείο ... γιατί/ επειδή...*

Participate in structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement

[Key concepts: learning, contribution; Key processes: discussing, clarifying]

(ACLMGC020)



- interacting in class routines by requesting, advising and apologising, for example, *Συγγνώμη δεν κατάλαβα, Μήπως θέλεις βοήθεια;*
- clarifying meaning or instructions *Ορίστε, Συγγνώμη; Κοίτα/Κοιτάξτε, Τι είπατε;*
- participating in discussions using modelled language, expressing opinions, for example, *πιστεύω, νομίζω*, and agreeing/disagreeing, for example, *Συμφωνώ, Δεν συμφωνώ*, on topics such as wearing hats in summer, for example, *Φοράμε καπέλα το καλοκαίρι*
- contributing to collaborative interactions such as creating a schedule for a visiting school group, setting up a school display, hosting an event

Informing

Elaborations

Obtain, analyse and use information from a range of spoken, written, digital and visual texts, identifying and comparing perspectives on social and cultural issues

[Key concepts: community, perspectives; Key processes: selecting, sharing, analysing]

(ACLMGC021)



- listening to, reading or viewing a range of texts, for example, a recount of a name day celebration, and identifying cultural use of language, for example, *Και του χρόνου, Καλή όρεξη*
- identifying how certain expressions give clues to a particular event, for example, *Καλό ταξίδι, Στο καλό, Και στα δικά σου, Καλή αντάμωση!*
- compiling and comparing perspectives on social and cultural issues in Greek-speaking communities, such as comparing attitudes to sport, presenting information in graphs or charts
- identifying different perspectives in a range of texts that relate to social and cultural issues such as special occasions, for example, 1st of January and gift giving, 1st of May, and associated greetings such as *Καλή Χρονιά, Καλό μήνα, Καλή εβδομάδα, Καλό καλοκαίρι*
- exploring and gathering information on a range of cultural practices through a variety of sources, for example, excerpts from a Greek song

Adapt and present information and ideas on a variety of topics using presentation modes selected to suit different audiences and to achieve specific purposes

[Key concepts: content, audience, mode; Key processes: selecting, designing, presenting]

(ACLMGC022)



- expressing opinions on an event or performance, such as a contemporary Greek film or a *Karagiozi* theatre performance
- presenting information in different formats, such as captioned photographs, digital presentation or emails, on cultural events, for example, an Antipodes festival/Glendi, traditional dance performances and costumes
- explaining a Greek custom or practice to an Australian audience, for example, *Απόκριες*, using simple language and supporting graphics, materials and gestures
- creating persuasive texts, such as brochures or video clips, for example, to encourage people from the wider community to attend a cultural event or to recycle waste containers and materials
- conveying information in texts, such as brochures, notices, cartoons, video clips, to introduce and explain aspects of Greek art, history and culture and their influence, for example, the Hippocratic Oath, the snakes and staff symbol relating to medicine, and structures such as the Shrine of Remembrance

Creating

Elaborations

Respond to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices

[Key concepts: themes, imagination, social awareness; Key processes: expressing, modifying, responding, expressing]

(ACLMGC023)



- discussing the themes and moods of an imaginative text and sharing with others their opinions and how the text made them feel
- reading stories such as Greek folktales/myths or Aesop's fables and discussing their opinion about the values portrayed in these, for example, 'King Midas', 'The hare and the tortoise'
- comparing themes in imaginative texts, such as contemporary stories, films, DVDs, interactive games and cartoons, expressing opinions and making connections with own experiences
- analysing the language choices in an imaginative text and discussing feelings and opinions about the impact of these choices

Experiment with different techniques to create and present imaginative texts designed to engage different audiences

[Key concepts: fantasy, private and public world, preferences; Key processes: creating, experimenting, connecting, reflecting]

(ACLMGC024)



- accessing texts, such as songs, films and digital/online texts, and creating a new version or modifying key aspects, for example, introducing a new character or changing the ending
- illustrating and captioning imaginative stories in different formats, such as cartoons, photo stories, using descriptive and expressive language, for example, *Η παρέα μου*, or using other devices such as alliteration or similes and metaphors
- composing and presenting texts, using verbal and non-verbal expressions, for example, creating and presenting an imaginary character living during the period of the Greek Revolution
- creating a range of texts to entertain particular audiences, for example, children's digital books, songs, cartoons and video clips suitable for younger learners of Greek

Translating

Translate and interpret a range of community and social media texts such as posters, advertisements and blogs, identifying and explaining words or expressions of specific cultural significance

[Key concepts: cultural understanding, representation, meaning; Key processes: translating, interpreting, analysing]

(ACLMGC025)



Elaborations

- examining and interpreting idiomatic expressions, such as *Πέρα βρέχει*, including expressions which cannot be translated literally, for example, *Τα έκανα θάλασσα*
- examining culturally specific terms, such as *το παλικάρι*, *η λεβεντιά*, *το φιλότιμο*, and developing appropriate explanations for them and discussing possible equivalent terms in English
- discussing colloquial language use in Australia and comparing with Greek expressions, for example, *Τα'κανα σαλάτα*, and discussing what they say about Australian and Greek culture
- translating public signs, notices and slogans, for example, «Απαγορεύεται το κάπνισμα» or «Μην πετάτε σκουπίδια», comparing each other's versions and considering reasons for any similarities or differences

Create bilingual texts that draw on Greek and English for different purposes, such as menus or product instructions designed for both language contexts

[Key concepts: interpretation, equivalence, bilingualism; Key processes: creating, translating, interpreting]

(ACLMGC026)



- creating a range of bilingual texts to entertain and inform others, such as video clips, cartoons, posters and brochures
- creating a shared website with a group of Greek-speaking students, posting items of interest, comments and questions in Greek and English
- creating a storyboard outline which brings familiar English-speaking characters to Greek-speaking worlds and contexts, such as Harry Potter as your tour guide in Athens or Nicosia
- creating a glossary of key vocabulary and expressions used in informative and persuasive texts, such as promotional material, *Μη χάσετε, Τελευταία προσφορά*
- creating bilingual captions for tourist attractions in Greece, Cyprus or Australia to explain their significance and cultural references, for example, bush, beach, *το Αιγαίο, Πέτρα του Ρωμίου, Άγιον Όρος*
- creating bilingual texts to give information and instructions to others, for example, a bilingual brochure about the school for a visiting group of exchange students
- creating a menu in Greek with footnotes in English about the ingredients

Reflecting

Interact with Greek speakers and resources, recognising that intercultural communication involves shared responsibility for communication

[Key concepts: interaction, reciprocity, responsibility; Key processes: expressing, discussing, noticing, adjusting]

(ACLMGC027)



Elaborations

- interacting with Greek speakers, for example, with students from a sister-school, reflecting on how language choices might be interpreted by Greek speakers and making adjustments to convey intended meaning
- sharing Greek language and cultural experiences with peers and others, for example, reporting on in-country experience, and exploring the reciprocal nature of intercultural communication
- reflecting, such as in discussions, blogs and journals, on incidents and repair strategies in the course of learning and using Modern Greek, for example, when encountering misunderstandings in communication
- examining reactions to different perceptions and expectations around similar and different cultural practices in the Australian and Greek contexts, for example, the concept of personal space, or head tilting to indicate 'no'

Consider how cultural identity influences interactions in culturally and linguistically diverse contexts such as Australia
[Key concepts: identity, diversity; Key processes: analysing, discussing, reflecting]

(ACLMGC028)



- developing an understanding of contemporary life in diverse Greek-speaking communities, for example, through viewing excerpts from Greek films, and reflecting on similarities and differences to own lifestyle
- preparing a family tree with information such as languages spoken by family members, significant places/countries, and reflecting on how background can shape identity, *Μιλώ αγγλικά, Είμαι Καναδός, Η μαμά μου μιλά ελληνικά και γαλλικά, ο παππούς μου είναι Άγγλος*
- exploring how cultural identity is manifested in Australian and Greek-speaking communities, for example, through family occasions, community events and festivals, reflecting on the importance of shared understanding
- reflecting on the experience of learning and using Greek, considering how it may add a further dimension to own sense of identity

Understanding

Systems of language

Recognise and reproduce Greek sound–letter relationships and combinations in spoken and written forms and key features of pronunciation, rhythm and stress, including some irregularities

[Key concepts: liaisons, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing]

(ACLMGU029)



Elaborations

- recognising the differences in tone and rhythm between questions, exclamations and commands, for example, *Σοβαρά, Αμέσως, Ετοιμάσου Γρήγορα! Τι λες!*
- recognising and reproducing rhythms in more complex sentences, using pausing and intonation to signal emphasis
- understanding the role of pronunciation, rhythm and pace in creating effects and relationships in oral texts, such as songs, stories, poems and conversations, for example, in the song *‘Καλημέρα, τι κάνεις;’*
- identifying differences in sounds, such as γγ, γκ, τζ, τσ, μπ, ντ, αϊ, άι, -ασμα (διάβασμα) and using them appropriately when writing
- experimenting with pronunciation rules and intonation collaboratively with peers, for example, *αυ, ευ, τσ, τζ, αι, ββ, λλ, ρρ, πτ, ιου, ιο/ιό, ειο/ειου*

Develop knowledge of vocabulary and sentence structures to elaborate meaning, for example, by using a range of verbs and tenses, personal pronouns, adverbs, adjectives and time indicators to describe, situate and link people, objects and events

[Key concepts: grammatical systems, connections; Key processes: experimenting, applying]

(ACLMGU030)



- extending understanding and use of present, past and future tenses, for example, *είμαι, ήμουν, θα είμαι, έχω, είχα, θα έχω, έπαιζα, έπαιξα, παίζω, θα παίξω, θα παίζω*
- referring to the past, present and future using time indicators, for example, *σήμερα, αύριο, χτες, μεθαύριο, προχτές, πριν λίγες μέρες*
- expanding use of adjectives such as *μεγάλος-η-ο, ωραίος-α-ο, απίθανος-η-ο, φοβερός-η-ο*
- using possessive and object pronouns *μου, σου, του, της, του, μας, σας, τους*
- extending meaning by using adverbs of place and time such as *εδώ, εκεί, χτες, μεθαύριο,*
- understanding the use of *πολύ*
- using expressions with the verb *κάνω, κάνει κρύο/ζέστη, κάνω δουλειές, κάνω όνειρα, τι κάνεις;*
- understanding the function of comparative and superlative adjectives, for example, *πιο μεγάλος, μεγαλύτερος, ο πιο μεγάλος*
- developing knowledge of vocabulary relating to, for example, immediate environments, relationships, leisure, hobbies, shopping, travel

Compare and contrast the structure and linguistic features of different types of text, developing understanding of the relationship between context, purpose and audience, and identifying culturally specific elements

[Key concepts: genre, textual conventions, register; Key processes: exploring, connecting, comparing]

(ACLMGU031)



- applying knowledge of the interrelationship between context, purpose and audience to identify text type and predict the meaning of unfamiliar vocabulary and expressions
- identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects, for example, the positioning of the reader through the use of personal pronouns, imperative verb forms and negative indicators, and emotive language and images
- comparing Greek and English versions of familiar texts such as recipes and horoscopes, commenting on similarities and differences in text structure and cultural elements
- interpreting and explaining textual conventions when using technology and social media

Language variation and change

Examine how Greek language and culture is variously expressed in different linguistic and cultural settings, identifying and explaining variations

[Key concepts: change, place, impact; Key processes: exploring, comparing, analysing]

(ACLMGU032)



Elaborations

- examining and explaining variations in language use in different Greek-speaking communities, and why the Greek language varies according to geographical location
- discussing elements of Greek language and culture and how they have become part of Australian lifestyles, for example, celebrations such as *το Γλέντι, το Πανηγύρι*
- identifying and comparing the function and power of cultural representations, such as symbols and stories, for example, flags, Greek myths and legends

Understand how the Greek language has evolved, and how it continues to change over time due to processes such as globalisation, migration, and the influence of technology and popular culture

[Key concepts: evolution, influence, dynamism; Key processes: researching, analysing, discussing]

(ACLMGU033)



- exploring how the Greek language has been influenced by migration, for example, the use of non-Greek words such as *τα μπίλια* instead of *οι λογαριασμοί* as an Australian phenomenon
- examining how technology has influenced the Greek language, for example, *σκανάρω*, *το μπλογκ*, *σερφάρω*
- discussing how changes to the Greek language reflect changes in some cultural practices and attitudes, for example, *το έτοιμο φαγητό*
- exploring the impact of globalisation on Greek language use, such as the increased use of English words, such as blog, computer, mobile/cell phone, parking

Role of language and culture

Explain how meanings may vary according to cultural assumptions and perspectives that people bring to interactions and experiences, recognising that such variations impact on intercultural communication

[Key concepts: stereotypes, social norms, values and attitudes; Key processes: analysing, explaining, reflecting]

(ACLMGU034)



Elaborations

- examining existing generalisations relating to different cultures, such as in the classroom or local community, and discussing the variability of reality
- reflecting on the impact of own values and cultural practices on intercultural experiences, and understanding the importance of mutual and self-respect, for example, understanding concepts such as *το φιλότιμο*, *η τιμή*
- considering how the experience of learning a new language has impacted on awareness of own communicative behaviours and how these may be interpreted by others
- appreciating that language use can reflect and express cultural identity, that many languages exist in Greece, Cyprus and Australia and that many people are multilingual and value this as part of their identity

Years 9 and 10 Achievement Standard

By the end of Year 10, students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life (for example, *Πού θα πας διακοπές; Θέλω να γίνω πιλότος γιατί ...*). They interact with others to make decisions and plan events. They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions (for example, *Πάμε στο σινεμά αύριο; Συμφωνείς; Θέλω/Δε θέλω*). When interacting, they use appropriate pronunciation, rhythm and stress (for example, *σ' αυτόν, κοντά στην πόλη, Πάω στο ταχυδρομείο, Πάμε στη λαϊκή αύριο;*). Students locate and analyse information and perspectives from a range of texts and communicate information and ideas using different modes of presentation selected to suit audience and purpose (for example, *Μου αρέσει αυτό το έργο γιατί ..., είναι ωραίο, πιστεύω, νομίζω, διαφωνώ*). They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices (for example, *Η μόδα είναι μονότονη, Αγόρασα καινούριο κινητό*). They use different techniques to produce imaginative texts for different audiences. They use a range of grammatical structures and elements to describe, situate and link people, objects and events, and apply their knowledge of vocabulary and grammatical structures such as *Είναι καλό, πολύ καλό, πάρα πολύ καλό*, to extend meaning. They translate, interpret and create texts in Greek and English for the wider community (for example, *Απαγορεύεται, Περαστικά*). When interacting, students share responsibility for making meaning. They give examples on how their identity influences their intercultural exchanges.

Students identify and reproduce regularities and irregularities of sound–letter relationships and combinations such as, *αυ, ευ, ββ, λλ, ρρ, ττ, ιου, ιο/ιό* (for example, *τετράδιο-χωριό, ειο/ειου, αϊ, άι, -ασμα*, (for example, *διάβασμα*). They analyse a range of text types in various modes to explain the relationship between context, purpose and audience and to identify structural, linguistic and culturally specific features. They compare Greek language and culture in various linguistic and cultural settings in Australia and overseas, and give reasons for variations that exist. They identify ways that Greek language has changed over time and propose reasons why it continues to change. They explain how cultural assumptions, attitudes and beliefs can affect interactions and appreciate the importance of mutual understanding to effective communication.

The Australian Curriculum Languages - Spanish

Overview

Context statement

The place of the Spanish language and the cultures of Spanish speakers in Australia and in the world

Spanish is a global language spoken by approximately 500 million people across the world. Spanish evolved from Latin on the Iberian Peninsula in around the ninth century, and travelled from Spain to the Caribbean and to North, Central and South America as a result of the expeditions of the fifteenth and sixteenth centuries. The language has been enriched by many other languages, including Arabic, Basque, Greek, French, English and the indigenous languages of the Americas.

Today, most Spanish-speaking countries are plurilingual, and the indigenous languages of these countries – such as the Guaraní language of Paraguay, and Quechua, Aymara and more than 30 other languages in Bolivia – are co-official with Spanish. Spain also has other official languages besides Spanish, including Catalan, Galician and Basque/Euskera.

The migration of Spanish speakers to Australia began in the nineteenth century and increased during the twentieth century with people migrating from countries such as Spain, Chile, Argentina, Uruguay, El Salvador, Nicaragua, Peru and Guatemala. Patterns of migration of Spanish speakers to Australia during the twentieth century were influenced by a variety of factors, including economic and political circumstances. Migration from Spanish-speaking countries such as Colombia, Venezuela, Mexico and Ecuador continues in the twenty-first century and is currently influenced by interest in tertiary education and employment opportunities presented by trade agreements in sectors such as mining, agriculture, defence, technology and education. Due to this steady history of migration from Spanish-speaking countries to Australia, Spanish remains an important community language throughout Australia.

The place of the Spanish language in Australian education

The universities were the first Australian educational institutions to undertake the formal teaching of Spanish. By the end of the 1960s, Spanish language departments had been established in a number of Australian universities.

Spanish language programs are currently available in all states and territories at all levels of schooling. Programs are offered across all educational sectors, including community language schools and other after-hours providers. Many university and school Spanish programs provide opportunities for Australian students to enrich their language learning through travel to Spanish-speaking countries.

The work of Spanish-speaking artists, musicians, writers and scientists is studied in a range of learning areas across the curriculum in Australian schools. These works inform the selection of key types of texts and learning experiences offered to students through the Spanish language curriculum. These cross-curricular links make language learning more meaningful for students.

The nature of Spanish language learning

As Spanish belongs to the family of Romance languages, derived from Latin, it has many lexical and structural connections with English as well as other European languages. As a result of this relationship, knowledge of Spanish can facilitate the learning of other languages from the Romance family, such as Catalan, Galician, Italian, French, Portuguese and Romanian.

Distinctive characteristics and features of the Spanish language guide the teaching and learning of the language in schools. The close correspondence between the written and spoken forms of Spanish assists with spelling and the development of literacy in general as well as with speaking and listening skills.

Although the Spanish alphabet and writing system are similar to those of English, there are some differences in these features that present challenges for Australian students. These features include the use of accents, inverted question and exclamation marks at the beginning of questions and exclamations, and the distinctive letter *ñ*.

Word order in Spanish differs from English, most noticeably in the positioning of adjectives after nouns. Subject pronouns are often omitted in Spanish where they would be required in English. It is not necessary to invert the subject and the verb to form a question, or to use auxiliary verbs in negative and interrogative constructions, hence intonation and stress are important for making meaning.

The diversity of learners of Spanish

The majority of learners of Spanish in Australia are studying it as a second or additional language. There are also a number of background learners of Spanish, who have varying degrees of prior knowledge of the language. Most students from Spanish-speaking backgrounds are second or third generation, and in many cases several languages are spoken in their home environment. Despite having some exposure to Spanish at home, students may have varying levels of language and literacy skills. The Australian Curriculum: Languages – Spanish Foundation to Year 10 has been developed for second language learners but is flexible enough that teachers can adapt it to suit the varying needs of the full range of other learners in the classroom.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Spanish are available as PDF documents.

Languages - Spanish: Sequence of content

Languages - Spanish: Sequence of Achievement - F-10 Sequence

Languages - Spanish: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum Languages - Spanish Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Children enter the early years of schooling with established communication 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 Spanish language and culture.

Spanish language learning and use

The initial focus is on listening to the sounds and patterns of Spanish through language-rich activities such as rhymes, songs, clapping and action games. Repetition and recycling help children to identify frequently used words and simple phrases and to recognise the purpose of simple texts. Children identify and use non-verbal communication strategies employed by Spanish speakers in greetings and other social interactions and experiment with simple responses to prompts and cues. As they progress to using Spanish for functions such as asking and answering questions, responding to instructions, singing songs, and taking turns in games and simple shared tasks, they begin to notice that language can behave differently in different situations and that Spanish speakers communicate in some ways that are different from their own. They practise and repeat sounds (such as *j*, *ll* and *r*) which differ in Spanish from those in English. Creative play provides opportunities for exploring these differences and for using Spanish for purposeful interaction, for example, asking for help or expressing surprise.

The transition from spoken to written language is scaffolded through shared exploration of simple texts. Children progress from supported comprehension and use of a small number of personally significant sight words to more elaborated simple texts. Writing skills progress from labelling pictures and copying words to constructing simple texts using familiar vocabulary and structures. As children learn to adjust language to suit different purposes and situations, they begin to learn the important role of culture in shaping language use.

Contexts of interaction

Learners use Spanish to interact with one another and with the teacher, with some access to wider school and community members. Information and communication technologies (ICT) resources provide additional access to Spanish language and cultural experience, connecting learners' social worlds with those of Spanish-speaking children in different contexts.

Texts and resources

Learners engage with a variety of spoken, visual and written texts. They listen and respond to teacher talk, share ideas and join in stories, songs, play and simple conversations. Written and digital texts include stories, wall charts, Big Books and teacher-produced materials such as games, captions and flashcards. Writing skills progress from tracing and copying high-frequency words to independently writing modelled words and sentences (for example, greeting cards or labels) and co-creating shared resources such as word walls or storybooks.

Features of Spanish language use

Learners become familiar with the sound systems of the Spanish language, including pronunciation, rhythm, pitch and stress. They learn to pronounce individual letters and letter combinations, and recognise and use the intonation patterns that distinguish between statements, questions and exclamations. They use simple basic sentence structures and learn to write single words and simple phrases. They become familiar with the idea of grammatical gender and plural forms. They discuss differences and similarities they notice between Spanish and their first language(s) and culture(s), as well as how they feel when they hear or use Spanish and how they view different languages and the people who speak them. They begin to develop curiosity around the idea of difference, culture and communication.

Level of support

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling and monitoring by the teacher, provision of rich and varied sources of input, opportunities for recycling and reviewing, and regular cues, feedback, response and encouragement. At this stage, play and imaginative activities, music, movement and familiar routines provide the essential scaffolding for language development.

The role of English

While learners are encouraged to use Spanish whenever possible, with the teacher providing rich and varied language input, English is used as a medium of instruction, and for explanation and discussion. This allows learners to talk about differences and similarities they notice between Spanish and their own language(s) and culture(s), to ask questions, and to express their reactions to the experience of learning and using an additional language.

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things

[Key concepts: self, family, friendship, belonging; Key processes: greeting, introducing, participating]

(ACLSPC109)



Elaborations

- greeting and farewelling others at different times of the day and in different contexts, using appropriate forms of address, for example, *¡Hola amigos! ¡Buenos días profesora! ¡Buenas tardes abuela! ¡Hasta mañana tía!*
- introducing and describing self, family members, friends and favourite things, animals and objects using visual supports such as photos, pictures or digital images, for example, *Me llamo Jorge; ¿Cómo te llamas? Tengo un hermano pequeño; Me gusta la clase de español; Este es mi papá, Esta es mi mamá; Mi perro es blanco y grande. Tengo una bicicleta verde*
- using simple statements to express likes and dislikes, for example, *Me gusta Dora la exploradora; No me gusta la sopa; Mi color favorito es el rojo*
- using formulaic expressions to offer congratulations or to express wishes related to special occasions, for example, *¡Feliz Navidad! ¡Feliz cumpleaños! ¡Muy bien!*
- using simple gestures to accompany expressions such as *así así, ¡ajo!, ¡no!, ¡qué problema!*

Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language

[Key concepts: play, action, exchange; Key processes: participating, performing, turn-taking]

(ACLSPC110)



- participating in games or activities that involve taking turns, making choices or swapping items, such as number, time-telling or memory games (*¿Qué hora es señor Lobo?*, *El escondite inglés*, *La vaca eres tú*), using language such as *me toca*; *gané*; *te toca*
- contributing to class activities or projects that involve naming, illustrating and labelling, such as creating a class garden, or a photo or digital display of a shared event or activity
- participating in tasks involving exchanging, sorting and classifying objects and attributes such as shapes, colours and numbers, using simple question forms and affirmative/negative responses, for example, *¿Tienes un triángulo amarillo? Sí, toma. ¿Tienes un círculo rojo? No, tengo un círculo azul*
- participating in songs and chants such as counting songs or rhyming games by singing and performing actions, for example, *Mi carita redondita*, *Había una vez un barquito chiquitito*, *Un elefante se balanceaba*

Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions

[Key concepts: routines, roles; Key processes: following instructions, responding]

(ACLSPC111)



- participating in class routines such as taking the roll and stating the day and date, for example, *hoy es lunes 26 de julio*
- interacting with one another during class activities, for example, *vamos al recreo*, *¿puedo ir al baño? gracias, lo siento, por favor, dame el borrador*
- responding to classroom instructions through actions, gestures and verbal responses such as *siéntense/sentaos*, *silencio*, *escuchen/escuchad*, *recojan/recoged sus/vuestras cosas*, *formen un círculo*, *todos de pie*, *levanta la mano*
- demonstrating and mimicking hand gestures, intonation patterns or facial expressions that accompany language or stand alone, for example, shrugs or exclamations such as *¡Hala!* *¡Uf!*

Informing

Elaborations

Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks

[Key concepts: literacy, numeracy; Key processes: locating, selecting, sorting]

(ACLSPC112)



- listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding
- recognising symbols, words and phrases in written Spanish such as titles, labels and captions
- participating in shared reading of print and digital texts such as Big Book stories about familiar events or contexts (*Los tres cerditos*, *Tico tango*), using pictures, intonation and contextual clues to predict meaning and identify key information
- demonstrating comprehension of individual words and phrases in simple spoken, written and digital texts by actions such as labelling, drawing, miming or onscreen pointing, clicking or dragging
- responding to questions about participants and objects that elicit details such as size, colour, quantity or place, for example, *¿De qué color es la casa...? La casa es azul. ¿Dónde está el gato? El gato está en Lima. ¿Cuántos cerdos hay? ¿Tico es grande o pequeño?*

Present factual information about self, family, friends and everyday objects using simple statements and support materials

[Key concepts: self, family, favourite; Key processes: naming, labelling, showing]

(ACLSPC113)



- labelling or naming personal possessions and classroom items and resources, for example, *la mesa, mi lápiz, tu cuaderno, la pizarra portátil*
- using simple statements, familiar vocabulary and concrete materials to talk about self and the immediate environment, for example, *Tengo el pelo largo. Estoy en mi clase. Mi hermana se llama Lucía. Este/a es mi mejor amigo/a. Me gusta tocar el/la piano/flauta*
- contributing to shared understanding of aspects of the Spanish-speaking world through activities such as pointing to places on a map or at pictures of foods, flora and fauna, for example, *En México, la comida es picante. Guinea Ecuatorial está en África. El lince es bonito*
- drawing aspects of daily routines (*la merienda, los deportes, las tareas de la casa*) and creating captions or attaching word bubbles
- using key words and phrases to describe aspects of a video clip, photo story or excerpt from a television program such as *Barrio Sésamo*, for example, *Hoy vamos a hablar de la letra ñ*

Creating

Elaborations

Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance

[Key concepts: character, story, imagination; Key processes: acting, expressing, choral reading]

(ACLSPC114)



- reciting and performing chants and rhymes, for example, 'El Renacuajo Paseador' and 'El lagarto y la lagarta', adding gestures such as clapping or dancing to support rhythm and expression
- listening to, reading or viewing Spanish versions of familiar stories such as *Los tres ositos* or *El patito feo*, identifying recurring expressions and re-enacting elements with puppets, props or actions
- responding to oral, print and digital imaginative texts such as stories, rhymes and songs through play-acting, illustrating or movement
- making simple statements in response to favourite characters in stories, rhymes or songs, for example, *el lobo es feroz*, *el osito está triste*, *¡Qué divertido!*

Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression

[Key concepts: rhythm, expression, performance; Key processes: chanting, drawing, singing, dancing]

(ACLSPC115)



- performing songs, rhymes and action stories using non-verbal forms of expression such as clapping, gestures and facial expressions to support the making of meaning
- creating and presenting a shared class story that involves repeated actions and audience involvement
- creating a new version of well-known stories, songs or rhymes such as *Tengo, tengo, tengo* by substituting words, phrases and expressions
- composing original short stories by matching or sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language

Translating

Translate frequently used words and simple phrases using visual cues and resources such as word lists

[Key concepts: similarity, difference; Key processes: identifying, noticing]

(ACLSPC116)



Elaborations

- explaining to others the meanings and use of simple expressions such as greetings that are used for different times and occasions, for example, *¡Buenos días!*, *¡Buenas tardes!*, *¡Buenas noches!*
- using classroom resources such as word banks/wall charts, visual dictionaries, word lists and pictures to translate the meaning of single words and common expressions
- identifying words that look similar and have the same meaning in Spanish and English but are pronounced differently (*animal*, *tomate*, *fruta*, *violín*, *guitarra*, *mosquito*), and considering why these words are similar
- demonstrating and explaining hand gestures, intonation patterns and facial expressions that accompany Spanish words and phrases or can be used without language

Create simple print or digital texts that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries

[Key concept: equivalence; Key processes: labelling, captioning]

(ACLSPC117)



- making personal bilingual picture dictionaries with captions, stickers and simple descriptions to explain culture-specific terms such as *merienda*, *doña*, *don*, *buñuelos*
- making bilingual greeting cards for celebrations such as *Reyes*, *Día de la Madre* or *Día del Santo*, using greetings such as *feliz día de la madre*, *feliz día de tu santo*, or *feliz día del maestro* alongside equivalent English greetings where culturally appropriate
- creating an identity card that contains parallel personal information in Spanish and English, for example, *nombre*/name, *apellidos*/last name(s), *edad*/age, *Mis amigos son...*/My friends are..., *Vivo en...*/I live in..., *Me gusta...*/I like...
- adding captions in Spanish and English for a photographic display of a class event or experience such as sports day or school camp, for example, *¡De excursión en la granja! Nuestros experimentos de ciencia. Aquí estamos comiendo ceviche*

Reflecting

Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s)

[Key concepts: language, culture, difference; Key processes: noticing, comparing]

(ACLSPC118)



Elaborations

- comparing aspects of the lives of children in Australian and Spanish-speaking countries as represented in print and digital images, video clips and stories, for example, ways of playing games, eating food, or interacting at school or at home
- using some Spanish words, expressions and exclamations when playing with one another, for example, *¡Ay! ¡salud!* and noticing any differences in behaviour, use of voice or body language compared to when using English
- responding to teacher prompts in Spanish or English, for example, *¿Qué ves/notas?* or 'What do you notice about...?', to capture their impressions when viewing images or stories involving children in Spanish-speaking contexts

Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community'






[Key concepts: self, identity, family, community; Key processes: noticing, describing]

(ACLSPC119)



- making simple statements about themselves, including where they come from and what language(s) they speak
- identifying themselves as belonging to different groups, such as family, class or peer groups (*Yo soy australiana y chilena*, *Soy un niño/una niña*, *Estoy en la clase B*), and representing these relationships through drawing pictures, adding captions to photos, or digital text creation
- comparing their own ways of communicating, including using any other languages with those of friends or family members who speak different languages
- considering whether there are any aspects of their ways of communicating that might be unfamiliar to children from different cultural backgrounds

Understanding

Systems of language	Elaborations
<p>Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing</p> <p>[Key concepts: phonic awareness, pronunciation; Key processes: reading aloud, listening, mimicking]</p> <p>(ACLSPU120)</p>  	<ul style="list-style-type: none"> • becoming familiar with the Spanish alphabet, noticing that there is an additional letter as compared to English, <i>ñ</i> • imitating Spanish sounds such as <i>j</i> in <i>viaje</i>, <i>ñ</i> in <i>niño</i>, <i>b</i> and <i>v</i> (<i>vaca y boca</i>), <i>ll</i> in <i>calle</i>, and <i>rr</i> in <i>carro</i> • noticing that statements and questions have different intonations, for example, <i>Fernando no está. ¿Fernando no está?</i> • developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context • experimenting with sounds in onomatopoeic words such as those related to animal sounds, for example, <i>pío</i>, (<i>pájaro</i>), <i>quiquiriquí</i> (<i>gallo</i>), <i>miau</i> (<i>gato</i>), <i>guau</i> (<i>perro</i>) • noticing differences in punctuation between Spanish and English, such as inverted exclamation and question marks at the beginning of sentences
<p>Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships</p> <p>[Key concepts: syntax, word order; Key processes: naming, noticing patterns]</p> <p>(ACLSPU121)</p>   	<ul style="list-style-type: none"> • learning the structure of simple affirmative/negative statements and questions based on models, for example, <i>No tengo perro. Gloria come verduras. ¿María tiene cinco años?</i> • recognising definite and indefinite articles with nouns, for example, <i>la mesa, una mesa; el niño, un niño</i> • noticing that adjectives usually follow nouns and are used to describe the colour, size, shape or characteristics of a person, place or object, for example, <i>la casa grande, el balón gris, la silla amarilla, un auto azul, una mesa cuadrada, una niña alta</i> • noticing and using singular masculine or feminine forms of nouns and adjectives, for example, <i>el plátano delicioso, la canción chilena</i> • understanding and responding to basic familiar instructions and imperatives, for example, <i>siéntate, escucha, cierra la puerta, silencio</i> • observing gender in patterns of naming, for example, <i>Julio/Julia, Patricio/Patricia</i> • using subject pronouns to identify people, objects or animals, for example, <i>Yo, tú, él, ella</i> • building vocabulary related to familiar environments (<i>lápiz, casa, mamá, papá</i>), and using cognates such as <i>animal, color, triángulo, familia...</i> • learning simple verbs to express likes and dislikes, for example, <i>comer, bailar, hablar, correr, jugar</i> and <i>caminar</i>, and using them in modelled and formulaic expressions such as <i>No me gusta correr/caminar; ¿Te gusta este juguete?</i> • using singular possessive adjectives, for example, <i>mi casa, mi hermano, tu amiga</i>

Understand that language is organised as 'text' and recognise features of familiar texts such as charts, labels, rhymes and stories

[Key concepts: text, meaning, structure; Key processes: recognising, identifying]

(ACLSPU122)



- understanding that texts can be spoken, written, visual or acted out and that they can be very short (*¡alto!*) or much longer, for example, a song or story
- observing typical features of familiar types of texts such as stories, greeting cards and nursery rhymes, for example, the use of the story-starter *Érase una vez...*
- understanding that texts have a purpose, for example, timetables indicate what happens when (*guía de horarios*), recounts describe past events (*Había una vez*) and greeting cards convey feelings (*Te amo/Te quiero*)
- comparing familiar texts in Spanish and English, such as counting games or street signs, identifying elements in the Spanish texts that look or sound different

Language variation and change

Elaborations

Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day

[Key concepts: language as social practice, context; Key processes: noticing, comparing]

(ACLSPU123)



- understanding that different forms of language are used with different people, for example, appropriate pronouns and forms of address such as *tú, vos, doctor García, Doña Aura*
- understanding that language use varies according to context and situation, for example, language used when interacting with peers during playground games is different to that used with teachers in class (*Hola, ¿qué tal?; Buenos días señora García, ¿cómo está?*)
- understanding that language exchanges in Spanish such as greetings vary according to the time of day or the occasion, for example, *Buenas tardes, Buenas noches, Felicidades. Feliz Año Nuevo*
- identifying social relationships between people observed interacting in Spanish-language materials such as video clips or cartoons

Understand that the English and Spanish languages borrow words from each other

[Key concept: word borrowing; Key processes: noticing, listing]

(ACLSPU124)



- recognising words in Spanish that are borrowed from English (*email, chat, bacon*) and words in English that are borrowed from Spanish (*patio, siesta, taco, tango, burrito, mosquito*)
- comparing how Spanish words that are used in everyday life in Australia (*poncho, chocolate, tapas, paella, chorizo*) are pronounced by speakers of English and Spanish

Recognise that Spanish is one of many languages spoken around the world and in Australia


[Key concepts: multiculturalism, culture; Key processes: mapping, discussing]

(ACLSPU125)



- understanding that the world contains many different languages spoken by many different communities of speakers and that most people in the world speak more than one language
- recognising that Spanish is an important world language, spoken in different forms in many countries in the world, including Australia
- understanding that many different languages are spoken in Australia, including Aboriginal languages and Torres Strait Islander languages



Role of language and culture	Elaborations
<p>Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers [Key concepts: behaviours, cultural similarities and differences; Key processes: noticing, asking questions, making connections]</p> <p>(ACLSPU126)</p> 	<ul style="list-style-type: none"> • exploring the meaning of <i>culture</i>: how it involves visible elements, such as ways of eating, or symbols such as flags, and invisible elements, such as how people live, what they value, and how they think about themselves and others • noticing similarities and differences between naming systems across languages and cultures represented in the classroom, for example, the use of diminutives, nicknames, surnames and ways of referring to family members (<i>Juancito, Paquito; Nacho, Paco; Lola García Martínez; mi yayo/a, tato/a</i>) • noticing expressions and terms in Australian English that reflect Australian lifestyles and cultures, such as terms associated with food, the land, sports and leisure activities, for example, 'backyard' or 'footy'

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 and exchange greetings such as *Buenos días/tardes/noches*, and farewells (for example, *hasta pronto*). They use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, for example, *Sal de aquí, Párate en la puerta*. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters *ll*, *ñ*, *rr/r g/j*, *c* and *y*. Students identify specific words and expressions in simple texts, such as names of people, places or objects. They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example, *Mi casa es grande*, *Nuestro ordenador es pequeño*, *Tu celular es nuevo*. They respond to and create simple spoken and written texts using modelled examples and formulaic language. Students use gender (for example, *el pastel/la torta*), simple verb forms (for example, *estudiar*, *comer*, *dormir*), definite articles and vocabulary related to familiar environments to describe people, places and things. Students translate frequently used words and simple phrases, using visual cues and word lists (for example, *clase*, *zapatos*, *camisa*, *teléfono/celular*) and create simple print and digital texts in both Spanish and English. They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures.

Students know that Spanish uses the same alphabet as English when written, except for *ñ* as in *mañana* and *España*. They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, *Doña Josefa*, *Don José*, *Tía*). They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as *chat*, 'tortilla', 'fiesta'. Students identify differences and similarities between their own and others' languages and cultures.

Years 3 and 4

The nature of the learners

At this level, children are developing awareness of their social worlds and of their memberships of various groups, including the Spanish class. They are further developing literacy capabilities in English, such as writing in the Roman alphabet, and this assists to some degree in learning Spanish. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Spanish language learning and use

The development of oral proficiency at this stage continues to rely on rich language input in different modes, including examples of different accents and varieties of Spanish in the Spanish-speaking world. Children engage in a lot of listening and responding by actions, building active listening and comprehension skills. Language is authentic with some modification, involving familiar vocabulary and simple structures. Children are supported to expand their use of the language in familiar interactions and situations, such as exchanging simple ideas and information, negotiating predictable activities, and participating in shared tasks, performances and play. They continue to build vocabulary that can be adapted for different purposes, and to control simple grammatical forms with some accuracy. Attention is focused on grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use through purposeful communicative activities and experiences.

Contexts of interaction

The contexts in which learners interact are primarily local: the classroom, school, home and community, with some access to wider communities of Spanish speakers and resources via digital technology.

Texts and resources

Children develop literacy skills and textual knowledge through supported interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts (for example, picture books, stories, puppet plays, songs and games) develop the expressive and cultural dimensions of language. Texts such as negotiated classroom rules, lists of planned activities, and family or class profiles show how language is used to 'get things done'. Learners may have access to resources developed for children in Spanish-speaking countries, such as children's television programs, storybooks or web pages, as a way of developing cultural knowledge.

Features of Spanish language use

Learners recognise and use intonation patterns to express different meanings. They apply their knowledge of sound–letter associations to spell new words. They recognise and use elements of grammar such as gender and singular/plural forms, simple verb forms, adjectives, adverbs, pronouns and prepositions to understand and to create simple spoken and written texts. Learning Spanish contributes to learners' general literacy development and to the process of making sense of their worlds that characterises this stage of their development. As they encounter varieties of Spanish language and cultures represented in the Spanish-speaking world, they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating. This leads to exploring concepts of identity, commonality and difference, and to thinking about cultural and linguistic diversity and about what it means to speak more than one language in the contemporary world.

Level of support

This stage of learning involves extensive support. Learners are given a variety of opportunities to apply their Spanish language knowledge in meaningful activities in order to build communicative skills, confidence and fluency. Tasks are carefully scaffolded. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection.

The role of English

Learners are supported to use Spanish as much as possible for classroom routines, social interaction, structured learning tasks and language experimentation and practice. English is used for discussion, explanation and reflection, enabling learners to develop a language (a *metalanguage*) for sharing ideas about linguistic and cultural systems and experience. Using both Spanish and English in the classroom develops awareness of what it means to be bilingual.

Years 3 and 4 Content Descriptions

Communicating

Socialising

Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes
[Key concepts: routine, home; Key processes: questioning, responding, describing]

(ACLSPC127)



Elaborations

- asking questions and giving information about school and home, for example, *¿Quién es él? Es mi amigo. ¿Qué hace tu mamá? Mi mamá es trabajadora social, ¿Qué deporte practica Miguel? Él juega al fútbol, ¿Qué te gusta de tu escuela? Me gusta hablar con mis amigas en el patio*
- describing features, characteristics and locations of particular things or places, for example, *Mi celular es viejo, El parque está detrás de la escuela. La ciudad de México es gigante. ¿Dónde está la piscina? Está a la izquierda del lago. Mi escuela es muy grande y está en Adelaide*
- using formal and informal greetings in spoken and written forms of communication, for example, *Querida abuela, Hola María*
- describing routines and favourite activities using expressions related to time and days of the week, for example, *voy al colegio todos los días, todos los martes practico tenis*
- exchanging information about family, friends or interests, using simple descriptive statements and cohesive devices such as conjunctions, for example, *Puedo correr pero no puedo nadar, Me gustan Shakira y Ricky Martin porque bailan bien*

Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions

[Key concept: collaboration; Key processes: contributing, exchanging]

(ACLSPC128)



- working together on tasks such as designing a poster for a special event, planning a puppet show, or creating menus or picture books for 'buddy' classes, collaborating to make decisions about content, vocabulary and design, for example, *¿Cuál quieres, ésta o ésa? Dame/toma/pásame el pegamento/la goma...*
- working with visual, print and digital modes of expression to create invitations for a party, performance or class event, for example, *Querido/a amigo/a; Me gustaría invitarte a mí..... el 15 de enero ¡Te espero! ¡Nos vemos en mi casa! Gracias. Hasta pronto*
- preparing, rehearsing and conducting public presentations and performances such as an item in Spanish for school assembly or a presentation to parents
- following procedures and instructions for shared activities, for example, following a recipe for guacamole, paper cutting decorations, making a *cometa* or *papalote*, or completing a simple science experiment such as germinating a bean

Participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write something, asking for repetition and complimenting others

[Key concepts: cooperation, school life; Key processes: questioning, requesting, suggesting]

(ACLSPC129)



- responding to simple questions, for example, by describing the weather and the day's schedule, using modelled language such as *¡Qué calor hace! Hoy tenemos español y música*
- asking how to say or write a word, for example, *¿Cómo se dice ...? ¿Cómo se escribe ...?*
- making and responding to requests (*¿Me prestas...?, Permiso..., Habla más alto, cerrad vuestros libros; pásame las tijeras, ¿dónde están los lápices?, ¿Puedo usar mi ordenador/computadora? Busca la aplicación...en tu tableta*), and asking for rephrasing or repetition, for example, *Repita, por favor...*
- negotiating turn-taking and complimenting their friends, for example, *es mi turno/es tu turno... o muy bien, felicitaciones/enhorabuena, bonito, excelente; buen trabajo*

Informing

Elaborations

Gather and share information from peers and from texts relating to the Spanish-speaking world and to areas such as home, school, routines, responsibilities and interests

[Key concepts: routine, events; Key processes: identifying, recording, questioning]

(ACLSPC130)



- surveying classmates, for example, about likes and dislikes, interests or favourite things (*¿Cuál es tu videojuego/animal favorito? ¿Te gusta...? ¿Cuándo es tu cumpleaños (día/mes?)*), tabulating the results and presenting the information in various formats such as pie charts, lists, tables or a shared class graph
- collecting information from media and print resources about aspects of the Spanish-speaking world (different animal species, currency, indigenous languages/communities), presenting it to others in new ways such as creating a digital display or spoken, print or visual presentation with names, descriptions and captions, for example, *la llama es blanca... La moneda de España es el euro... Los indígenas/aborígenes de Chile son los mapuches*
- comparing information about activities and practices across cultures, for example, by reading, viewing or listening to texts related to aspects of school life, such as timetables, canteen menus, extracurricular activities or sports
- working in groups to obtain and use information from print, visual or digital sources related to other learning areas, for example, naming countries and significant land features, or recording distances using geographical skills

Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images

[Key concepts: experience, representation, culture; Key processes: describing, presenting]

(ACLSPC131)



- creating a class book, visual/digital display or collection related to topics they have been studying in Spanish and/or other curriculum areas, for example, *recetas favoritas, animales, la naturaleza, "los conquistadores"*
- presenting information on cultural events or topics likely to interest other children of the same age, for example, a children's *salsa/flamenco/cueca* competition
- planning and giving short presentations in Spanish on topics such as holidays or favourite computer games, using a combination of language and visual images such as photos, illustrations, captions and diagrams, for example, *Mis videojuegos favoritos son Minecraft y Candy Crush. Mis vacaciones en la nieve: este es mi muñeco de nieve*

Creating

Elaborations

Read, view and listen to stories, children's television programs and songs and make simple statements about characters, themes and reactions

[Key concepts: character, plot; Key processes: comparing, responding, experimenting]

(ACLSPC132)



- reading, viewing and listening to a range of print, digital and oral texts through shared and guided participation, for example, by responding to questions about characters, ideas and events or by illustrating and captioning aspects of texts
- expressing personal reactions to characters or events in texts such as children's television programs, stories and songs, using artefacts such as puppets or masks, for example, *me gusta/no me gusta... ¡Qué asco! ¡Qué raro! Ellos son muy graciosos/divertidos; Ellas son muy graciosas/divertidas*
- commenting on culturally specific elements of stories or songs, for example, family relationships, the role of music or performance, or values associated with children or older people
- experimenting with voice and gestures to animate characters and with movement and action to act out events in imaginative texts, for example, assuming a character from a text and participating in a dialogue

Create short imaginative texts such as dialogues and stories using modelled language

[Key concept: imagination; Key processes: experimenting, performing, creating]

(ACLSPC133)



- creating simple imaginative texts to share with younger learners of Spanish, such as digital or print storybooks, anagrams or shape poems, using modelled language and digital programs such as Vokis
- using gestures, movements and facial expressions to enhance characterisation or effect in the performance of action songs, raps or plays
- contributing to shared writing activities such as a class story in response to an event or experience, for example, a visit to the zoo or a virtual visit to a famous place
- creating and performing alternative versions of or endings to known stories such as *Caperucita verde* or action songs, using voice, rhythm and gestures to animate characters
- experimenting with sounds, pronunciation and vocabulary to create alternative versions of familiar songs or rhymes learnt in class, for example, '*La vaca loca*', '*La serpiente de tierra caliente*'

Translating

Elaborations

Compare and explain simple texts or expressions in both Spanish and English, such as street signs, advertisements, sayings and greetings

[Key concepts: gist, meaning; Key processes: matching, translating, comparing]

(ACLSPC134)



- comparing Spanish expressions used in routine social interactions such as greetings with equivalent English versions, identifying differences, similarities and cultural references, for example, *¿qué tal?/Hi!*, *chao!* 'See you later', *¡buen provecho!* 'Enjoy your lunch'
- matching street signs from the Spanish-speaking world with equivalents found in Australia, for example, *Llamas en la carretera* and 'Koalas crossing', *No pisar el césped* and 'Keep off the grass'
- using a picture or digital dictionary to find the meanings of simple words used in class, and comparing English and Spanish versions of each word
- playing matching-pair games with Spanish and English word cards, matching vocabulary for familiar concepts or objects, for example, family members, or vocabulary related to food/eating

Create bilingual texts such as action games, songs, stories or photo captions, and identify and discuss aspects of culture represented in the texts

[Key concepts: similarities, differences; Key processes: comparing, explaining]

(ACLSPC135)



- creating simple bilingual storybooks modelled on texts such as *Cuentos de la selva* by creating captions for a series of images, and noting differences and similarities between ways of interacting in Spanish or English
- creating simple illustrated bilingual texts that can be used by young learners of either English or Spanish, presenting key information on a topic of interest such as *el reciclaje* or *animales salvajes*
- creating simple action songs and games that include alternating repetitive phrases in Spanish and English, for example, *Simón dice/Amanda manda/Simon Says*, *Piedra, papel o tijeras/Rock, Paper, Scissors*

Reflecting

Interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices

[Key concepts: communication, difference, respect; Key processes: noticing, comparing, reflecting]

(ACLSPC136)



Elaborations

- using Spanish expressions that convey politeness and respect (*por favor... gracias, puedo*), and comparing how they feel when using them compared to using equivalent expressions in English or other languages
- noticing interactions when using Spanish that look or feel different to their ways of interacting in their own language/culture, for example, language around mealtimes or in the classroom
- selecting words or expressions in Spanish that they think would need to be explained to non-Spanish speakers, for example, the use of family names or expressions associated with religion, or the use of *besitos* to close a telephone conversation
- talking about their reactions to using Spanish, identifying ways of communicating/behaving that feel unfamiliar, enjoyable or difficult, for example, gestures or forms of politeness

Explore own sense of identity, for example, by discussing membership of groups such as a club, a country or a language-speaking community, and how these elements of identity are reflected in language use

[Key concepts: belonging, membership; Key processes: describing, representing]

(ACLSPC137)



- talking about their own identity and language use and creating captioned representations of their membership of clubs or groups (*Voy al club de los scouts*, *Mi equipo es el mejor*), their country (*nuestro país*) or language-speaking community (*en mi idioma...*)
- reflecting on their experience of learning and using Spanish, considering prompt questions such as: Does this feel unfamiliar? What does this mean to me? How is this different to my usual experience?
- creating a self-profile, using captioned photos, slide presentations, online internal school Vokis or concept maps to highlight key characteristics, relationships and ways of using language, for example, *Tengo nueve años*; *Vivo en Sídney*. *Estudio chino los sábados*
- using simple words and expressions selected from word banks and modelled statements to create personal profiles that highlight key characteristics and features of identity, for example, *soy chino/a y australiano/a*, *Hablo chino, inglés y un poco de español*. *Soy muy valiente*

Understanding

Systems of language

Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements

[Key concepts: intonation, spelling, accent; Key processes: discriminating sounds, recognising words]

(ACLSPU138)



Elaborations

- playing games such as Word Bingo with more difficult sounds, for example, the letter *c* in *camino/coco* compared to *cero/cifra*
- learning to recognise the silent *h* as in *hamaca*, *ahora* and *almohada* and in loan words such as *hotel*
- recognising and using different intonation for statements, commands, exclamations and questions, for example, *Rosa va a la escuela*; *¿Rosa va a la escuela?*; *¡Vamos todos!* *¡Ay, ay, ay!*
- extrapolating from familiar sounds and contexts to spell new words, for example, predicting how to spell *Pablo* having learnt the spelling of *hablo*
- understanding that an accent may change the meaning of the word, for example, *tú* and *tu*, *papa* and *papá*
- noticing the function of accents in relation to stress and pronunciation, for example, *café*, *teléfono*, *árbol*
- applying punctuation and capitalisation rules when writing, such as not capitalising days of the week, months of the year or nationalities
- understanding that some letters blend to make single sounds, such as *GU* in *seguimos* or *QU* in *queso*

Notice and apply elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken, written and digital texts

[Key concepts: grammatical rules, patterns of language, gender; Key processes: recognising, applying]

(ACLSPU139)



- specifying location or direction using prepositions such as *en, encima, debajo, a la izquierda* and *a la derecha*, for example, *La regla está en el estuche*
- using imperatives to tell others to do something, for example, *date prisa, colorea el dibujo*
- using question words to seek information, for example, *¿Cómo te llamas? ¿Dónde está tu casa? ¿Cuántos hermanos tienes? ¿Quién es tu mejor amigo?*
- using a range of adjectives to describe appearance and to express feelings or personality, for example, *extraño, fantástico, estupendo, serio, responsable, inteligente*
- linking ideas using conjunctions such as *y, o* and *pero*
- noticing the use of personal pronouns, for example, *yo, tú, él, ella, nosotros/as, vosotros/as, ellos/as*
- using possessive adjectives in singular and plural forms, for example, *nuestra clase, vuestra escuela, tu abuela, mis amigos, tus compañeros*
- using cardinal numbers to describe quantity, to tell the time and for dates and ages, for example, *tengo cinco amigas, Son las tres en punto, Hoy es veintiuno de agosto, Tengo nueve años*
- using common verbs in familiar contexts, for example, *ser* and *estar, dormir, estudiar* and *cantar*
- identifying and applying the use of singular, plural and gender forms in simple sentences, for example, *la motocicleta es negra, los bolsos son verdes*
- using words and expressions to locate events in time (*hoy, ayer, mañana*), to describe weather (*Hoy hace calor*) and to name days of the week (*Mañana es lunes*)
- using suffixes such as *-ísimo/a-* and *-ito/a* to modify the meaning of nouns, adjectives and adverbs, for example, *lentísimo; graciosísimos; casita; gatito*
- building metalanguage to talk about grammar and vocabulary (*singular, plural, masculino, femenino, artículo, adjetivo, sinónimo...*) and comparing with equivalent terms in English

Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions

[Key concepts: language features, structure; Key processes: observing, comparing]

(ACLSPU140)



- noticing differences between written and spoken forms of different types of texts in both Spanish and English, for example, comparing a written story with a spoken one, or a letter with a phone call; and recognising how elements of texts combine to make meaning, for example, the images, font and script of a cartoon; the title, layout and illustrations in a picture book; and the highlighting of names, dates and times on an invitation
- comparing features of similar texts in Spanish and English, for example, greeting cards, interactive games or tuckshop menus

Language variation and change

Elaborations

Understand that language use varies according to the age and relationship of participants

[Key concepts: register, status; Key processes: observing, explaining]

(ACLSPU141)



- reflecting on how they communicate with family and friends and with people less close to them, noticing differences in language use and communicative behaviour
- analysing how the language of texts such as invitations, apologies or greeting cards may vary depending on the relationship between the sender and the receiver
- noticing differences in the ways that Spanish and English speakers communicate with different people, for example, with young children or with unfamiliar adults

Recognise that languages change with use over time and according to context

[Key concepts: influence, change, exchange; Key processes: identifying, classifying, comparing]

(ACLSPU142)



- discovering English and Australian Aboriginal language words used by Spanish speakers (*shopping, tiquet, básquetbol, el eucalipto and canguro, bumerán*), and considering the context of their use



- finding examples of words and expressions that have been introduced into the Spanish language in recent times, reflecting changes in interests and access to additional cultural experiences, for example, *Hacer zapping, cambiar de look, hacer footing*.

Identify the variety of languages represented in the school, local community and general Australian population

[Key concepts: community, diversity; Key processes: mapping, grouping]

(ACLSPU143)



- identifying languages used by classmates, for example, by creating a class profile or language map with greetings in each language
- discussing the nature, history and importance of Aboriginal languages and Torres Strait Islander languages in the school community and in wider Australian society, and identifying the language of the Country



- exploring similarities and differences between the many languages spoken in Australia and represented in the school, for example, by comparing the ways different languages use writing, sound/speech and gestures to communicate

Role of language and culture

Elaborations

Discuss examples of ways in which the cultures of Spanish speakers influence everyday interactions such as expressions of respect and affection

[Key concepts: culture as process and practice, values; Key processes: noticing, comparing, connecting]

(ACLSPU144)



- understanding that language carries information about the people who use it and that common expressions and conventions often reflect cultural values, for example, the explicit expression of affection reflected in the use of diminutives (*primita, mami, papito, hermanito*), and the importance of religion reflected in the use of names with religious associations (*Rosario, Mercedes, Pilar*)
- learning how to talk about culture and language using terms such as 'meaning', 'difference' and 'behaviour', and thinking about values, ideas and traditions that sit inside language, for example, responding to prompts such as: What does it mean when...? Why do you think people...?

Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others (for example, *El bolso de Susana es hermoso*), requesting help (for example, *Necesito ayuda con mi bicicleta*) and seeking permission such as *¿Puedo ir al salón de informática?*. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and the present + infinitive form (for example, *quiero cantar, quiero salir*) about aspects of their lives such as school, home and everyday routines (for example, *Mi escuela está cerca de mi casa, Me gusta la clase de español*). They approximate Spanish pronunciation and intonation in simple statements. Students gather information relating to own and others' lifestyles and present information at sentence level in simple texts. They make simple statements about characters such as *La bruja es amable*, themes and their own reactions such as *El payaso está triste* in response to imaginative texts. They use modelled sentence structures to compose short original texts using conjunctions such as *y, o, porque* and *pero*, and prepositions such as *a, con, de* and *en*. Students use vocabulary related to school, home and lifestyles (for example, *divertido, alto, gordo, grande*). They use possessive adjectives (for example, *mi libro, nuestro coche*), adjectives (for example, *extraño, fantástico*), singular and plural forms (for example, *el árbol, la cafetería, las pelotas, los mensajes*) and regular verbs (for example, *cantar, correr, vivir*) in simple constructions. When writing, they apply punctuation and capitalisation rules. They translate short texts, using word lists and dictionaries and create simple bilingual texts. They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as *Sarita, gatico*.

Students differentiate between statements, commands, exclamations and questions according to intonation. They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. They give examples of how language use varies according to the age, gender and relationship of participants, and of ways that languages change over time. They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. They identify ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions such as *¿Me pasa el ipad por favor?*

Years 5 and 6

The nature of the learners

At this level, students are widening their social networks, experiences and communication repertoires in both their first language and Spanish. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining greater awareness of the world around them, and noticing additional similarities and differences between Spanish language and culture and their own.

Spanish language learning and use

Learners use Spanish with peers and the teacher for a widening range of purposes: exchanging information, expressing ideas and feelings, performing, and responding to experiences and resources from the Spanish-speaking world. Learners' ability to communicate is developing in terms of fluency, accuracy and complexity. As they draw on a growing range of vocabulary resources and grammatical structures, their pronunciation, intonation and phrasing steadily improve and they use an increasing range of body language, such as hand gestures, used by Spanish speakers. Shared tasks provide a context for purposeful language experience and experimentation. Focused attention on language structures and systems, literacy skills development and exploration of cultural elements of communication are conducted at least in part in Spanish. Learners use digital media and social networks to support their learning in increasingly independent ways, such as exchanging resources and information with one another, with young people of the same age in Spanish-speaking communities, and with students in other settings who are also learning Spanish. In doing this, they may access music and media resources, maintain blogs and web pages, and use online forums.

Oracy development at this level includes active listening to input from different sources (including different varieties of Spanish) and extending conversational and interactional skills. This involves initiating and sustaining conversations, turn-taking, 'reading' language for cultural and contextual meaning, building on others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information, and structuring and rehearsing presentations. Literacy development involves more independent interaction with a wider range of texts. Learners draw on their growing grammatical and lexical resources to compose and comprehend more complex language. They use a range of cues and decoding strategies to assist comprehension and to make connections between ideas and language within and between texts. They write more accurately and fluently for a wider range of purposes and audiences.

Contexts of interaction

Learners use Spanish with one another and with the teacher for an increasing range of purposes. They have some access to Spanish speakers and cultural experiences in wider contexts and communities through the use of ICT. At this level, language development and use are typically incorporated into collaborative and interactive tasks, games and learning activities. Learners begin to use more Spanish spontaneously when interacting with one another.

Texts and resources

Learners engage with a growing range of spoken and written texts, including published texts such as readers, songs and computer games, as well as teacher-generated resources such as language games, exercises and presentations. In addition, learners have some access to Spanish language and culture through texts created for young people in Spanish-speaking communities, such as websites, stories, music clips, cartoons and television programs.

Features of Spanish language use

Learners use an increasing range of vocabulary, become more confident in terms of pronunciation and continue to build grammatical and textual knowledge. They apply phonic knowledge to unfamiliar language and notice the relationship between accents and stress or intonation. They use present, past and near future tenses to describe or locate actions. They use comparative forms and apply rules of agreement between subjects and verbs and between nouns and adjectives. They use appropriate verb forms and intonation patterns to exclaim, make a statement or ask a question. They develop a metalanguage to describe patterns, rules and variations in language structures. As they use Spanish to interact in different situations, learners develop an understanding of how language and culture influence each other. They recognise how language reflects cultural values and experiences and how grammatical forms and vocabulary choices affect the meaning that is made. This offers the opportunity for reflection on their own ways of communicating and using language, and also on personal and community identities, stereotypes and perspectives. Learners begin to experience and reflect on the challenges involved in moving between languages and different ways of making meaning.

Level of support

While learners work more independently at this level, ongoing support is incorporated into task activity. Systematic feedback and review assist the interactive process of learning. Support includes provision of models, stimulus materials, scaffolded opportunities for reflection, and resources such as word charts, vocabulary lists, dictionaries and electronic reference materials. Learning tasks and activities take account of both learners' current level of Spanish capability and their more general cognitive and social levels of development.

The role of English

While the use of Spanish in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners' knowledge base and intercultural capability.

Years 5 and 6 Content Descriptions

Communicating	
Socialising	Elaborations

Interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions

[Key concepts: friendship, leisure, interests; Key processes: expressing, sharing, comparing]

(ACLSPC145)



- thanking, inviting or congratulating one another, for example, *Gracias por tu ayuda, ¿Quieres venir a mi fiesta de cumpleaños el sábado? Enhorabuena por tu medalla*
- participating in online exchanges such as video blogs with sister schools to describe and compare routines, interests and activities, using language associated with time, sequence and location, for example, *Llego a la escuela a las 8.30 de la mañana, Los jueves por la tarde juego al baloncesto. Cada día, a las 12.00, como bocadillos en el patio de mi colegio*
- expressing feelings (*Estoy emocionado por la fiesta. Estoy desilusionada... ¡Qué guay! ¡Qué chévere! ¡Qué lindo!*) and recounting experiences with family and friends
- apologising and expressing concern or sympathy to friends and family members, for example, *Lo siento mucho, ¡Cuidate! Te quiero*
- expressing preferences and opinions, for example, *Hacer los deberes es aburrido. Prefiero comer helado. Me encanta el Barça porque es el mejor, Me fascina la música del mundo hispanohablante*
- sustaining interactions by using strategies such as asking questions and using conversation fillers, for example, *¿Y tú? Yo también; Claro; sí, sí*

Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities

[Key concept: cooperation; Key processes: planning, participating, making, transacting]

(ACLSPC146)



- collaborating with peers to organise class or school activities by taking responsibility for different elements, such as creating schedules, posters or programs or organising fundraising activities, using expressions related to place, time and numbers, for example, *¿Qué día es hoy? ¿Dónde? ¿Cuándo? ¿A qué hora?*
- developing interview questions to ask a Spanish-speaking guest, for example, *¿De dónde es? ¿A qué se dedica? ¿Cuándo llegó?*
- participating in real or imagined transactions that involve requesting information, considering options, buying and selling, for example, *¿Cuánto cuesta? ¿Qué colores tienen? ¿Tienen descuento? ¡Qué caro! ¡Qué chollo!*
- creating digital displays, presentations or performances for family, friends or school community to showcase their progress in learning and using Spanish
- making simple recipes such as *macedonia* or *churros*, using appropriate language features and text structures such as imperative verb forms (*añade, corta, remueve, amasa*) and vocabulary for ingredients and quantities (*un kilo, 300 gramos, la harina; fruta; mantequilla, un poco de...*)

Interact in class activities and routines by asking and responding to questions, asking for clarification and making suggestions

[Key concepts: routine, responsibility; Key processes: participating, sharing, taking turns]

(ACLSPC147)



- interacting in small groups to complete learning activities by asking questions or making suggestions, for example, *¿Qué significa...? Podemos hacer...*
- stating opinions, making suggestions or indicating understanding, using modelled sentence structures, for example, *No me parece bien...; ¿Por qué no...? Tienes que...; vale, de acuerdo, Sí, claro...*
- checking on own and/or others' progress during learning tasks, using comments and questions such as *¿Está bien así? ¿Ya terminaste? Terminé/No he acabado. Necesito más tiempo*
- participating in scaffolded class discussion on themes, activities or experiences, for example, *El clima de Melbourne es más ... que... En mi opinión...*
- asking and telling the time, for example, *¿Qué hora es? Son las cinco y cuarto*
- asking for clarification, for example, *No entiendo... Tengo una pregunta... Tengo una duda*

Informing

Listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities

[Key concepts: lifestyle, diversity; Key processes: collating, connecting, comparing]

(ACLSPC148)



Elaborations

- reading, viewing and listening to texts such as websites, books, recorded interviews, video clips and magazine articles, extracting key points relating to aspects of life in Spanish-speaking communities, such as housing, urban and rural lifestyles, and young people's interests, activities and daily routines, and recording key phrases and vocabulary for use in own projects and activities
- researching topics such as recycling, the water cycle, the solar system, or the geography of Spanish-speaking countries, and reordering information to share with others, in formats such as tables, concept maps or retrieval charts
- working with simple informative texts such as advertisements, video clips or features in teen magazines to collate and share impressions of young people's lifestyles in different Spanish-speaking communities and contexts

Present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided reports

[Key concepts: lifestyle, people, places; Key processes: organising, informing]

(ACLSPC149)



- presenting factual information relating to cultural activities and events of significance in the Spanish-speaking world, such as *las Fallas*, *el Día de los Muertos*, *carnavales in Bolivia*, *candombe in Uruguay*, *romerías*, *procesiones religiosas* and *el camino de Santiago*, supporting information with a range of visual, digital and multimodal resources
- using graphic organisers to convey information in ways that suit specific purposes and content, for example, lists or tables to show priorities, Venn diagrams to compare statistics or ideas, graphs to highlight frequency or timelines to narrate sequences of events
- conveying information relating to significant people, places or events in different formats, for example, an advertisement or poster for an event, a profile of a Spanish-speaking celebrity or a digital guide to a place of interest
- creating an interactive display for younger children, highlighting aspects of Spanish language and Hispanic culture

Creating

Share and compare understandings and opinions about ideas encountered in imaginative Spanish-language texts such as works of art, fables, performances and television programs

[Key concepts: plot, idea, moral; Key processes: adapting, comparing, responding]

(ACLSPC150)



Elaborations

- recording and/or illustrating key characters, events and ideas encountered in different types of imaginative texts, for example, by responding to questions such as *¿Qué es...? ¿Por qué...? ¿Cuál es la moraleja?* and *¿Qué sientes cuando...?* or by creating storyboards
- comparing favourite characters or moments in imaginative texts such as cartoons, stories or digital games, listing key words or expressions associated with their character's role or personality (*extrovertido/a*, *simpático/a*, *travieso/a*, *Daniel el travieso*, *Zipi y Zape*) and explaining how they can relate to them
- adapting a creative text, for example, by resequencing events, adding a new element, changing the location or creating an alternative ending
- discussing key messages and cultural elements in creative texts, such as the moral of a fable/story, an idea or value in a song, or a quality of a character
- responding to famous artworks and images, such as works by Botero, Frida Kahlo or Picasso, with simple words or phrases, for example, *Este cuadro me gusta porque tiene muchos colores*, *Este mural es más original que el otro*

Produce a variety of texts such as scripted performances, raps and digital stories using imaginary characters, places, ideas and events

[Key concepts: imagination, drama; Key processes: performing, representing]

(ACLSPC151)



- producing songs, raps, short scripted plays or video clips based on modelled examples of these genres to perform to younger children who are learning Spanish
- creating individual or collaborative poetry, experimenting with rhyme and rhythm, for example, a shape or acrostic poem or jingle, riddle or rap
- creating, performing and recording/filming own texts such as a commercial for a new product, a photo story, a cartoon, or a poster for an imagined event
- representing key events in imagined scenarios, using formats such as digital storyboards, cartoon maker, talking books or memes, using different voices, captions or word bubbles to capture different moods or feelings

Translating

Translate simple texts that provide comparisons between cultural aspects of meaning-making in Spanish and English and note how language cannot always be directly translated

[Key concept: meaning; Key processes: translating, comparing, explaining]

(ACLSPC152)



Elaborations

- identifying words and expressions that do not translate directly from Spanish into English, for example, *tomar el pelo*, *saltarse la clase de español*, *¡Es pan comido!*
- collecting examples of 'false friends' identified when translating between Spanish and English, for example, *carpeta*'folder', *contestar*'answer', *pie*'foot'
- interpreting words and expressions encountered in simple texts such as greeting cards, menus or story titles that do not translate easily into English and that reflect aspects of culture from the Spanish-speaking world, for example, *Feliz día de tu Santo*, *Feliz Día de Reyes*. *¡Buen provecho!*
- translating texts such as public signs to identify differences in elements such as levels of politeness or directness, for example, *No pisar el césped*, *Prohibido comer y beber*, Silence please
- creating Spanish versions of Australian school signs and notices, considering why some words or expressions require freer translation than others, for example, the sports oval, the tuck shop, out of bounds, sick room, 'No hat, no play'

Create own bilingual texts and learning resources, such as displays, posters, word banks and glossaries for the classroom/school environment

[Key concepts: translation, explanation; Key processes: identifying, selecting, modifying]

(ACLSPC153)



- composing bilingual texts such as posters for class or school assembly performances, displays or events, for example, *Día del pelo loco; cuida tu planeta*
- using bilingual dictionaries and electronic translating tools to create bilingual captions, menus or timetables, comparing results and noticing problems associated with translation
- creating parallel lists of informal Spanish and English expressions for own use in everyday interactions with friends and family, for example, *hasta luego* 'see you later', *no pasa nada* 'no worries', *guay* 'cool'
- creating bilingual texts for specific audiences, for example, songs, a Big Book or board game for younger learners of Spanish, or instructions for an online event/game that involves both English- and Spanish-speaking participants
- creating bilingual signs for the classroom or school that reflect school community values and priorities, acceptable or unacceptable behaviours, for example, *¡Ponte el sombrero! ¡Recoge tu basura! Levanta la mano antes de preguntar, No te olvides de reciclar, ¡Baja la voz!*

Reflecting

Compare ways of communicating in particular Australian and Spanish-speaking contexts

[Key concepts: diversity, reaction; Key processes: observing, considering, reflecting,]

(ACLSPC154)



Elaborations

- identifying features of observed interactions between Spanish and English speakers in specific contexts such as the classroom, the home or the shops, noticing similarities and differences
- planning a virtual or actual visit to a school in a Spanish-language environment, deciding on strategies for successful communication, for example, how to interpret cultural information and how to be flexible in own ways of communicating
- reflecting on instances when interactions in Spanish have felt challenging or awkward, and explaining why this might have been the case

Discuss how it feels to interact in a different language, what they understand by 'identity', and whether learning Spanish has any effect on their sense of self

[Key concept: intracultural understanding; Key processes: identifying, describing]

(ACLSPC155)



- identifying elements of identity that may be important across all cultures, for example, family, community, location
- monitoring their development as a learner and user of Spanish, for example, through recording progress in learning logs, blogs or journals
- discussing whether learning and using Spanish affects their sense of identity in or out of the classroom, making reference to experiences such as eating in restaurants, playing games or communicating with Spanish speakers
- exploring the idea of stereotypes associated with languages and identities, discussing how groups of people tend to think about themselves and others, and how stereotypes affect attitudes and communication
- creating a self-profile such as an avatar or montage with self-introduction, making choices about the design, content and language used

Understanding

Systems of language

Attend to the pronunciation of sounds and intonation patterns used in social interactions and apply writing conventions such as question and exclamation marks

[Key concepts: auditory discrimination, stress, intonation, punctuation; Key processes: listening, reading, recognising]

(ACLSPU156)



Elaborations

- recognising how pitch, stress and rhythm assist meaning when individual words are unfamiliar, for example, *¡Qué miedo! ¡Rápido! ¡Vamos!*
- recognising the Spanish pronunciation of English loan words (*bistec, jonrón, fútbol*) and applying this awareness to unfamiliar loan words
- reproducing Spanish sounds such as *d/t, ce/ci, ga/gi, gue* and *gui*
- recognising variations in forms of spoken Spanish associated with particular regions, such as the pronunciation of *j* in Ecuador compared with northern Spain
- applying phonic knowledge to spell unknown words, for example, *estrella, llamar, tortilla, taxi, México*
- understanding the function of accents and learning to insert these into their own work electronically
- understanding that accents in written Spanish indicate where the stress falls on a word, for example, *mi mamá está en la fiesta* and learning to insert these into their own work electronically
- using correct writing conventions such as inverted question and exclamation marks at the start of sentences, for example, *¿qué tal?; ¡cuidado!; ¡qué onda!*

Understand and use grammatical elements such as tenses, pronouns, prepositions, conjunctions, adverbs and noun-adjective agreements to construct simple texts for different purposes

[Key concepts: grammatical rules, patterns and irregularities; Key processes: applying rules, understanding, vocabulary building]

(ACLSPU157)



- noticing that there are two verbs in Spanish for 'to be', *ser* (*José es mi hermano*) and *estar* (*Estoy cansada*)
- using simple forms of present and past tenses in context (*Ayer fue martes y hoy es miércoles*), and describing intended actions using the near future tense *ir + a + infinitive*, for example, *Manuel va a mirar su celular/móvil*
- using the conditional mode as a formulaic expression, for example, *Me gustaría ser pintor, No me gustaría vivir en una isla pequeña*
- identifying the use and omission of subject pronouns in familiar structures, for example, *Vivo en Australia, Ella es Lourdes*
- using interrogative pronouns and correct word order to ask questions and make requests, for example, *¿Cuál es tu número de teléfono? ¿Quieres jugar en el patio?*
- building compound sentences to express opinions, preferences or reasons using words such as *porque*, *también* and *pero*, for example, *Me gusta cantar, pero prefiero bailar porque es divertido. No me gusta ver la televisión porque es aburrido. Mi comida favorita es el pescado, pero también como carne*
- indicating frequency using adverbs, for example, *siempre, a veces, nunca*
- noticing the flexibility of word order in relation to verbs and adverbs, for example, *En verano, voy siempre a la playa/En verano, voy a la playa siempre/ En verano, siempre voy a la playa*
- using ordinal numbers, for example, *Rosario Arjona es la primera de la lista, Luis vive en la quinta planta*
- understanding gender and number agreement between articles, nouns and adjectives, for example, *Tengo un libro nuevo, Las montañas rocosas son muy bonitas*
- comparing the use of diminutives to express affection in Spanish (*hermanita, periquita, gatico/gatito*) to some equivalents in English, for example, 'dear little sister', 'lovely little cat'
- using comparatives based on models, for example, *tan grande como ..., más caro que ..., menos frío que... Australia es más grande que Europa*
- recognising that some nouns do not follow the regular masculine/feminine ending pattern, for example, *el mapa, el problema, la mano*
- expressing reactions as exclamations, for example, *¡qué susto!; ¡qué hermoso!; ¡qué rico!; ¡qué chulo!*

Identify how different Spanish texts such as comics, cartoons, magazines or emails use language in ways that create different effects

[Key concepts: genre, structure, audience; Key processes: noticing, explaining]

(ACLSPU158)



- comparing features of simple spoken and written texts in Spanish, such as phone calls or cartoons, with similar texts in English
- analysing how different types of texts in Spanish create specific effects by using particular kinds of language, such as superlatives in advertisements designed to persuade (*lo mejor... el nuevo...*) or the imperative form in signs designed to advise or prohibit (*Prohibido patinar aquí*)
- identifying the purpose, context and intended audience of a range of familiar text types such as phone messages, sports reports or takeaway food orders
- recognising grammatical elements associated with particular texts, for example, the use of imperatives in games (*tira el dado*) and time markers in stories (*primero, después, de pronto...*)

Language variation and change

Elaborations

Recognise that language use varies according to the contexts of situation and culture

[Key concepts: levels of formality, language, identity, variation; Key processes: observing, comparing]

(ACLSPU159)



- finding examples of informal language used by young people in Spanish, such as shortened noun forms (*la profe, la bici, la compu*) or the use of emoticons, comparing with the use of similar abbreviations by young Australians ('vegie', 'ta', 'telly'), and considering why these forms of language are used
- understanding the importance of using appropriate forms of address when interacting with different people, for example, using *tú* when speaking with close friends, family members or other young people, and using *usted* for other less familiar adults
- noticing that language use often reflects the mood, feelings or relationships of the people involved, such as the use of emotive or affectionate language between close friends and family members, or persuasive language used in advertisements

Understand that the Spanish language constantly changes due to contact with other languages and the impact of new technologies

[Key concepts: language contact, digital media; Key processes: observing, identifying, classifying]

(ACLSPU160)



- investigating how media, digital technologies and popular culture have influenced the Spanish language, for example, *tuítear*, *email*, *correo*, *electrónico*, *chatear*, *textear*, *bloguear*, *rapear*, *rapero*, *un*, *un selfie*
- discussing why the Spanish language borrows particular words from English and other languages, for example, *chofer*, *carne*, *tenis*, *golf*, *corner*, *kiwi* and *parking*, *smartphone*, *link*
- identifying Spanish words and aspects of lifestyle absorbed into English ('fiesta', 'rumba', 'tapas'), and considering the reasons for the adoption of particular words or expressions
- understanding that Spanish shares a history and many similar words with other languages for example, English, French, Italian, Portuguese, Tagalog/Filipino and Rumanian



- understanding that some languages are growing and adapting, while others (such as indigenous languages across the world, including some in Spanish-speaking countries) are endangered, disappearing, reviving, or blending with stronger languages

Recognise that the Spanish language has different forms, roles and functions in different contexts and communities

[Key concepts: diversity, language origins; Key processes: mapping, comparing, discussing]

(ACLSPU161)



- exploring the different forms and functions of Spanish in different contexts, regions and communities, for example, as an official language in more than 20 countries and as a community language in many others
- recognising that there are many different varieties of Spanish spoken in different countries and regions, involving different accents, dialects and vocabulary
- comparing regional variations in vocabulary for example, 'baby' is *guagua* in Chile but *bebé* in most other Spanish-speaking countries; 'cake' is *pastel* in some countries, and *tarta* or *torta* in others
- comparing forms of cultural expression in different Spanish-speaking communities, such as celebrations, systems of schooling and concerns associated with young people, and comparing these with similar diversity in multicultural Australia

Role of language and culture

Elaborations

Reflect on own language use at home, at school and in the community, considering how this may be interpreted by young Spanish speakers

[Key concepts: norms, standpoints; Key processes: observing, reflecting, comparing]

(ACLSPU162)



- describing own/one another's ways of communicating, identifying aspects that may reflect Australian traditions, values and practices
- choosing words or expressions commonly used in informal Australian interactions, and deciding how to interpret or explain them to young Spanish speakers, for example, 'mate', 'fair dinkum'
- noticing similarities and differences between own ways of communicating and aspects observed in interactions between young Spanish speakers in different contexts and situations, for example, the expression of politeness or turn-taking in conversations
- identifying things they take for granted about communication in familiar cultural contexts, for example, shared understanding of gestures and tones of voice
- noticing culturally appropriate ways of offering praise, recognition, gratitude or encouragement

Years 5 and 6 Achievement Standard

By the end of Year 6, students use written and spoken Spanish for classroom interactions, to carry out transactions and to share information about personal interests, relate experiences and express feelings. They use modelled sentence structures to ask and respond to questions (for example, *¿quién?/¿quiénes?, ¿por qué? ¿por dónde? sí, por supuesto*), seek clarification (for example, *¿Ella dice que apagemos la computadora?*) and give advice (for example, *No debes comer tantos dulces*). When interacting, students use appropriate pronunciation of Spanish-specific sounds such as *ci/ca* and *ga/gi*, and intonation patterns. They gather information relating to language and culture and present it in different formats. They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary (*divertido, alto, gordo, grande*). They use regular and common irregular verbs in present tense (for example, *estudio español, voy a mi casa*), simple past tense (for example, *Ayer comí helado, Fueron a la cafetería*) and near future (for example, *Voy a ir a la playa, Vamos a comer frutas*). Students use pronouns (for example, *él/ella nosotros/as ellos/ellas, usted/ustedes/ vosotros/as*), prepositions (for example, *debajo de, por, al lado de, cerca de*), adverbs (for example, *muy, poco, bien, mal, lentamente*), agreement of nouns and adjectives (for example, *gente simpática, juegos divertidos*), and adverbs to mark time (for example, *hoy, ayer, mañana, ya, todavía*) and place (for example, *dentro de, encima de, a la izquierda, a la derecha*). They apply rules of punctuation such as question and exclamation marks (for example, *¿cuándo?, ¡cuidado!*) and accents (for example, *sofá, árbol, música*). They translate and interpret short texts, identifying aspects of the Spanish language and culture that are similar or different to their own and create bilingual texts for the classroom and school community. They describe their own experiences of using Spanish and identify ways in which learning and using Spanish may impact on their own identity.

Students know that Spanish has its own rules for pronunciation and grammar and that language use must be adjusted to suit different contexts, situations and relationships (for example, *¡Hasta pronto Doña Clara! ¡Adiós chicos!*). They use metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with such as 'verb', 'adverb', 'noun' and 'agreement'. Students identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions. They identify ways that languages change through contact with other languages and due to new technologies, and give examples of Spanish words used in English (for example, 'patio', 'chocolate') and words used in Spanish that are borrowed from other languages (for example, *chofer, carné, tenis, golf, corner, kiwi, parking, gol, tiquet, chao*). They reflect on the language they use at home, at school and in the community and identify how young Spanish speakers would use language in the same contexts.

Years 7 and 8

The nature of the learners

These years represent a transition to secondary school. Students in this sequence are continuing to study Spanish, 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 immediate world and that of Spain and other Spanish-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.

Spanish language learning and use

Spanish 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. Learners work both collaboratively and independently in Spanish, exploring a variety of texts (such as online forums, songs/raps, debates and role-plays) with particular reference to their current social, cultural and communicative interests. They share language knowledge and resources in small groups to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original language. They make cross-curricular connections and explore intercultural perspectives and experiences. They plan, draft and present imaginative, informative and persuasive texts; design interactive events and collaborative tasks; and participate in discussions and games. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify meaning.

Contexts of interaction

The primary context for learning and using Spanish remains the language classroom; however, there may be increasing opportunities for interaction with peers in a range of Spanish-speaking communities through the use of technologies and social networks, partner-school arrangements and community connections. Learners have access to additional Spanish-language resources through websites, social media and radio streaming.

Texts and resources

Learners work with a variety of texts specifically designed for learning Spanish in schools, such as textbooks, videos, readers and online resources. They also access materials created for Spanish-speaking communities, such as films (subtitled), websites, magazines and advertisements, providing opportunities to make connections between texts and cultural contexts, perspectives and experiences.

Features of Spanish language use

Learners expand their range of vocabulary beyond their immediate world and familiar experiences. They make clearer distinctions between stress and intonation patterns to increase fluency and enhance expression. They develop broader grammatical knowledge, using present, past and future tenses of regular and irregular verbs to describe and sequence events. They recognise and apply characteristic features of additional types of texts. Learners develop an awareness of the diversity of languages and cultures in the Spanish-speaking world. They analyse more critically and imaginatively the relationship between language and culture, identifying cultural references in texts and considering how language reflects and influences perspectives and values. They make comparisons between their own language(s) and Spanish, and reflect on the complexities involved in moving between languages and cultural systems. They monitor and reflect on their own intercultural experience and capability as language learners, and identify their own personal and community practices that reflect cultural influences.

Level of support

Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and connections. Learners are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experiences in different contexts.

The role of English

While Spanish is used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion, English is used for more complex elements of instruction and for more substantive discussion, analysis and reflection. Learners continue to develop a metalanguage for thinking and talking about language, culture and identity and the experience of learning and using Spanish.

Years 7 and 8 Content Descriptions

Communicating

Socialising

Participate in a range of spoken, written and online interactions, for example, exchanging views and experiences, apologising, thanking, inviting or congratulating
[Key concepts: relationship, experience, milestone, community; Key processes: experiencing, responding, connecting]

(ACLSPC163)



Elaborations

- using the appropriate register when interacting in different social situations such as making enquiries and offering thanks, apologies or compliments, for example, *Lo siento mucho, ¡Le deseo mucha suerte!, ¡Muchísimas gracias por tu ayuda!*
- exchanging personal information about each other's lives, routines and experiences, for example, *A mi amigo español le gusta el chocolate con nata*
- engaging in informal conversations or more structured discussions to canvas one another's attitudes to social and cultural issues such as *La salud de los jóvenes, Las relaciones familiares*
- developing narrative skills by exchanging accounts of individually significant events, influences or milestones, for example, *El año pasado fui con mis padres al Museo Nacional y me impresionó todo lo que los Indígenas construyeron*

Engage in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and transacting

[Key concepts: event, experience; Key processes: negotiating, transacting, inviting]

(ACLSPC164)



- planning and participating in learning experiences such as preparing a class outing or community performance or shopping for a lunch, stating preferences, negotiating, considering alternatives and agreeing or disagreeing, for example, *Prefiero no ir a la playa contigo, Tengo ganas de ir al cine... Estoy de acuerdo contigo... Estoy en desacuerdo contigo...*
- participating in situations that involve transactions and the exchange of ideas and preferences, for example, arranging to host students on an exchange program or returning damaged articles
- engaging in collaborative projects such as designing a web page or making a short documentary about a subject such as *Mi comunidad*
- planning and completing tasks that involve asking for, giving and following directions to real or virtual locations (*sigue derecho... toma el bus hasta el lago... gira a la izquierda...*), using resources such as digital devices, apps, street maps or directories

Engage in class activities and discussions through asking and responding to open-ended questions, and expressing or rejecting points of view

[Key concepts: values, negotiation, classroom culture; Key processes: inviting, eliciting, explaining]

(ACLSPC165)



- using simple and compound sentences and cohesive devices such as *Al principio... y luego... porque... por otro lado. Lo importante es...; pienso que...* to structure arguments and to explain or justify a position, for example, *Pienso que debemos conservar los idiomas Indígenas porque reflejan las culturas*
- initiating and extending conversations and discussion, for example, by using open-ended questions such as *¿Qué pasa? ¿Dónde pasarán las vacaciones?* and connectives such as *pero, si, entonces, cuando* and *por eso*
- inviting others to give opinions or make suggestions (*¿Qué te pareció la película?, ¿Qué quieres comer?*), and using reflective language as set phrases to report and reflect on the experience of learning and using Spanish, for example, *Cuando hablo español muevo las manos más. Me gusta el ritmo del español hablado*

Informing

Analyse and summarise key ideas and information from a variety of texts on a range of topics

[Key concepts: data, event; Key processes: researching, analysing, summarising]

(ACLSPC166)



Elaborations

- engaging with texts such as magazine articles, interviews and websites to gather and represent facts about events or people, for example, using a timeline to sequence historical events or creating a profile of a famous Spanish-speaking person
- using a range of tools such as charts, tables, mind maps and graphs to organise and present information accessed from sources such as television programs, reports, interviews, video clips, documentaries and social networks on topics of relevance to their age group, for example, *El trabajo infantil no debe continuar. La importancia del reciclaje para el medio ambiente*
- summarising key points in different types of informative texts, deducing the meaning of unknown words and expressions, and noticing and explaining cultural references
- researching young people's lifestyles across Spanish-speaking cultures and contexts, comparing information from different cultural contexts to identify factors such as geography, climate, and social and community environment
- comparing details from a range of texts on topics such as education or cultural occasions and ceremonies across the Spanish-speaking world, identifying culture-specific terms and representations, for example, *año 8* or *primero de básico*

Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences

[Key concepts: perspective, youth issues; Key processes: reporting, managing information]

(ACLSPC167)



- organising and presenting information gathered from different sources to create an overview of a particular issue or topic of interest, such as a celebrity, popular culture, school uniforms, endangered species or conservation of the Amazon Basin, presenting different perspectives or viewpoints
- creating and combining different types of texts and modes of presentation, such as blogs, film clips or recorded interviews, to explore social or cultural themes such as *Los peligros del Internet* or *El acoso escolar*
- reporting on own and others' experiences of events such as a school camp, a concert or playing a new computer game

Creating

Respond to a variety of imaginative texts by expressing opinions and comparing the ways in which people, places and experiences are represented

[Key concepts: fact, fiction, humour; Key processes: comparing, responding, expressing]

(ACLSPC168)



Elaborations

- presenting own version of an imaginary event or familiar story, for example, by removing the sound from a television show and replacing it with own invented dialogue or commentary
- exchanging and comparing personal preferences in relation to characters, attitudes and events encountered in imaginative texts, for example, *Prefiero el robot femenino... No estoy de acuerdo con...*
- comparing how key messages and beliefs are communicated across cultures through the creative arts, for example, in Australian texts such as creation and Dreaming stories, and in texts from Spanish-speaking communities, such as fables, myths and legends (*La leyenda de la quinoa*, *La leyenda de la llorona*)
- responding to different expressions of humour in texts from Spanish-speaking communities and comparing these to Australian expressions of humour
- exchanging opinions about typical features of and expression in traditional and contemporary stories, films or video clips from the Spanish-speaking world

Create texts about imagined characters, contexts and experiences to engage and entertain others

[Key concepts: amusement, entertainment; Key processes: describing, expressing feelings, entertaining]

(ACLSPC169)



- creating cartoons, plays or short stories about a past event in their own life or a dream for the future to share in class or online with a wider audience
- creating and performing own texts that reflect perceived cultural behaviours associated with a Spanish-speaking community
- creating imaginative texts to entertain younger audiences, such as audio or digital Big Books, puppet plays, cartoons or short video clips, selecting appropriate language, rhythms and images to enrich the visual or aural experience

Translating

Elaborations

Translate and interpret a range of texts, compare own version with others' and discuss reasons for any variations
[Key concepts: equivalence, culture; Key processes: translating, interpreting, comparing]

(ACLSPC170)



- comparing own translation of a text with classmates', commenting on differences and similarities between versions, considering possible reasons for these, and preparing a collaborative online whole-class version
- commenting on representations of community cultural events such as *Festival de Cine Mexicano*, *celebraciones de la vida de personajes del mundo hispanohablante en Australia*, such as *Monseñor Oscar Arnulfo Romero de El Salvador*, explaining particular language or images in terms of cultural associations
- translating different types of short messages or communications (*Mañana voy a estrenar mi vestido, ¿Te gustó la sobremesa? No me tomes el pelo, It costs an arm and a leg, This job is a piece of cake*), reflecting on challenges associated with transferring meaning from one language to another
- assisting a visiting Spanish speaker to communicate with an audience of school students and staff who have not studied Spanish, by explaining and interpreting aspects of their language and/or culture
- selecting and explaining individual words or phrases in Spanish whose meaning can be affected by context, for example, *Tengo una pila de cosas para hacer. La pila del celular se ha acabado*

Produce short bilingual texts such as digital stories, comics and blogs, and discuss how language reflects culture
[Key concept: interpretation; Key processes: comparing, explaining, experimenting]

(ACLSPC171)



- creating subtitles, captions or commentaries for texts such as brochures, slide show presentations or video clips that inform the school community of aspects of Spanish-speaking cultures, for example, *El Carnaval de Barranquilla*, *Festival de Viña del Mar*
- producing bilingual community texts such as posters or advertisements in print or multimedia format, for example, to promote a concert or an interview with a celebrity for a teen radio station
- composing menus or programs for Spanish-themed events, with key items/information in Spanish and explanatory footnotes/glossaries in English
- corresponding with Spanish-speaking peers using both Spanish and English, conveying aspects of Australian culture such as places or events of interest, leisure and sports activities, wildlife and environment
- creating and illustrating a bilingual children's story for younger learners, using each language in creative and engaging ways, for example, *El hijo desobediente* or *El conejo y el coyote*
- providing an English commentary for video clips of Spanish-language social interactions in different situations and contexts, such as taking a bus to the city, visiting the dentist or buying a video game, explaining elements that may be unfamiliar to Australian viewers

Reflecting

Elaborations

Reflect on intercultural communication, commenting on perceived similarities and differences in language used and on aspects of culture

[Key concepts: similarity, difference, assumption; Key processes: monitoring, reflecting, questioning]

(ACLSPC172)



- reflecting on experiences of authentic or virtual interaction in Spanish, for example, face-to-face interactions with community members through an excursion, or web-chatting, ePal or social networking, identifying moments of enjoyment, discomfort and successful intercultural communication
- keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Spanish, noting personal reactions and reflections over time
- comparing own and others' experiences of successful intercultural communication, identifying elements that required flexibility and cultural understanding, for example, responding to different ways of expressing feelings, levels of directness or culturally determined perspectives
- noticing the impact of own assumptions when engaging with Spanish-language texts and experiences, and considering what assumptions Spanish speakers might hold about Australian people and associated cultural behaviours
- finding examples of how language reflects cultural concepts and values across the Spanish-speaking world, for example, religious references in sayings such as *Al que madruga Dios le ayuda*, *Bendito sea ... Adiós*, or changes to language forms that reflect changes in social values, such as the adoption of some feminine forms of professional titles (*La doctora/el doctor*, *la abogada/el abogado*, *la jefa/el jefe*)

Identify significant people, places, events and influences in own and others' lives and explain why they are important to their sense of identity

[Key concepts: biography, community; Key processes: analysing, reflecting]

(ACLSPC173)



- mapping own linguistic and cultural profile, for example, by creating a chart, timeline or web profile to highlight formative elements and influences, such as family languages, key relationships and intercultural experiences
- preparing a biographical account of an influential figure in own life, including such information as the person's values and the significance and influence of the person in own life
- considering how identity is expressed through language, with reference to languages spoken by themselves, their peers, and family or community members

Understanding

Systems of language

Elaborations

Develop more consistent control of the rhythms and intonation of spoken Spanish and of the features of the writing system
[Key concepts: pitch, stress, rhythm, intonation; Key process: noticing emphasis]

(ACLSPU174)



- distinguishing nuances in pronunciation of some consonants according to vowel combinations, for example, *gente*, *agua* and *gas*, and also the double consonants *ll* and *rr* compared to the single *l* and *r*
- using the rhythms of the Spanish language, including intonation, tone and stress, to increase fluency and enhance expression, for example, *No compro nunca en esa tienda*, versus *¿No compró nada en esa tienda?*
- recognising where to place stress in extended sentences, for example, *Vámonos ya para el concierto de vallenatos. Ven aquí y te enseñaremos a bailar la salsa*
- experimenting with intonation and stress at whole text level, improving coherence and increasing expressive range
- recognising that written Spanish has only three double consonant combinations, *cc*, *ll* and *rr*, for example, *acción*, *llover*, *corrección*

Understand and control grammatical structures such as different forms of the past tense, regular and irregular verbs, interrogative and imperative moods, and conjunctions in a range of familiar types of texts
[Key concepts: parts of speech, tense, mood; Key processes: analysing, categorising, distinguishing]

(ACLSPU175)



- conjugating common regular verbs and high-frequency irregular verbs (*ir*, *tener*, *ser*, *haber*) in the present (*hablo inglés*) past (*nadasteis en el río*) and present perfect (*¿han llegado ya?*) tenses
- using present, past and future tenses of modal verbs, for example, *no pudo comer*, *debemos dormir bien*
- using adjectives to describe and compare people and some aspects of the environment, for example, *mi tía es generosa*, *los Andes son inmensos*
- using adverbs to modify the meaning of verbs and adjectives, for example, *casi nunca*, *demasiado*
- using subject-verb-object word order and comparing it to English structures, for example, *Simón busca la información para la tarea en la red*
- expressing quantity, for example, *miles de personas*, *mucha gente*, *varios libros*, *tanto dinero*, *pocas ideas*, *bastante calor*, *algunos amigos*
- joining elements of more complex sentences using conjunctions, for example, *y*, *pero*, *porque*, *además*
- using interrogative and imperative moods, for example, *¿Has comido?* *¡Abre la puerta!*
- indicating possession by using *de* followed by a pronoun (*de él*) or noun, for example, *El carro de mi mamá*, *Las camisas de mi hermano*

Analyse the structure and organisation of a range of texts, particularly those related to social and informative media, for example, blogs, advertisements and text messages

[Key concepts: register, comparison; Key process: analysing]

(ACLSPU176)



- noticing the conventions of several types of texts in Spanish, such as the use of abbreviations in text messages (*tq = te quiero*), abbreviations in blogging (*hola a tod@s*), formulaic greetings in telephone conversations (*Aquí, Hola, ¿Sí? ¿Aló?*), typical phrases for greeting cards (*Muchas felicidades por*), language in menus (*primeros platos, postres, menú del día*)
- experimenting with language appropriate to particular types of texts, such as descriptive language in documentaries, reflective language in diary and journal entries, and persuasive language in advertisements
- comparing several versions of a news story (such as radio, newspaper and online) to consider how the medium affects the construction and expression of meaning
- collecting examples of online and print advertisements, and identifying and analysing language features and grammatical structures used to persuade potential consumers, for example, *¡Compre en los almacenes 'La Moda' no se arrepentirá!, ¡Pague menos y lleve más!*
- understanding the use of elements that provide coherence at a whole text level, such as cohesive devices (*sin, aunque, debido a, según, por otro lado*), linked paragraphs, introductions and summaries, and sequencing of ideas

Language variation and change

Elaborations

Examine how elements of communication, including gestures, facial expressions and use of silence, vary according to context, situation and relationships across languages and cultures

[Key concepts: body language, personal space, status; Key processes: observing, comparing, analysing]

(ACLSPU177)



- identifying variations in linguistic and cultural requirements of specific situations across different contexts, for example, situations such as shopping or travelling in various Spanish-speaking countries
- identifying and comparing features of spoken and written language (such as gestures, greetings and facial expressions; or headings, text structure and grammatical choices) that reflect the purpose for which they are used, and discussing how silence can be used effectively as an element of communication
- identifying and comparing how emotions or attitudes such as embarrassment or respect are shown across different languages and cultures
- comparing elements of communication such as body language and use of personal space and silence in different cultural contexts and exchanges
- identifying levels of formality in spoken and written texts, and considering what these reveal about social relationships and processes, for example, reflections of status, authority, respect or intimacy (*Disculpe, ¿podría decirme ..., Perdón que le interrumpa, ... Me gustaría invitarte a mi boda, eres el amor de mi vida,...*)

Understand the dynamic nature of languages

[Key concepts: change, influence, evolution, globalisation;

Key processes: observing, reflecting, explaining]

(ACLSPU178)



- identifying Spanish words borrowed from different languages across time and through political, historical and social changes, for example, words of Arabic origin that start with the prefix *al-*, such as *almanaque*, *alcachofa*, *algodón*, *álgebra* and *alcohol*, and some common interjections also derived from Arabic, such as *¡hola!*, *¡ojalá!* and *¡olé!*
 - identifying the movement of language elements across and between times and contexts, such as words adopted into Spanish from indigenous languages and then exported to other languages, for example, words of Náhuatl origin such as *aguacate*, *chocolate*, *cacao*, *chile*, *chicle* and *guacamole*
 - noticing components of Spanish language that reflect particular cultural histories and influences, such as technological and scientific terms derived from classical Latin and Greek, for example, *continente*, *vegetación*, *bacteria*, *biología*, *protocolo* and *mecánico*
 - collecting English cognates in the Spanish language, for example, *fascinante*, *arquitectura*, *doctor*, *enciclopedia*, *cancelar* and *bicicleta*
 - analysing the influence of Spanish language and culture on English in areas such as food, music and dance, for example, (*churros*, *tortilla*, *pupusas*, *tapas*, *salsa*, *flamenco*) and considering the value of this influence
 - investigating the impact of media and technology on Spanish, for example, *Los niños quieren chatear con su primo gallego* and, *el dopaje*, *el escáner*
-

Investigate the nature and extent of Spanish language use in both Australian and global contexts

[Key concepts: community, arts, cuisine; Key processes: researching, analysing, classifying]

(ACLSPU179)



- recognising that Spanish is an important world language spoken in a range of varieties, accents and grammatical variations across the Spanish-speaking world, for example, by identifying Spanish-speaking countries or regions on a world map
- understanding the nature of the distribution of Spanish speakers across the world, not only in countries where Spanish is an official language but also in other countries such as the United States and the Philippines where the Spanish language and cultures have an important presence



- exploring language variation in relation to vocabulary, for example, 'strawberries' are *fresas* in Spain and *frutillas* in Argentina; 'bus' is *colectivo* in Venezuela, *ómnibus* in Peru, *camión* in Mexico and *guagua* in Cuba
- recognising that there is also variation in some grammatical forms, for example, the use of the pronoun *vos* in several Latin American countries compared to *tú* in Spain; the masculine direct object pronoun *le/lo* in Spain and *lo* in Latin America
- recognising differences between standard varieties of Spanish and varying degrees of language blending and influence, for example, *Spanglish*
- recognising that many speakers of Spanish also speak one or more regional and/or local languages, such as Catalan or Basque; and researching the extent and impact of Spanish-language networks, associations and activities in different Australian communities, for example, creating a database classifying activities, events, exchange and media organisations, Spanish-speaking films on SBS, advertisements for travel to Spanish-speaking countries, and Spanish language classes

Role of language and culture

Elaborations

Reflect on how cultural values and ideas are embedded in language and influence intercultural interactions and experiences

[Key concepts: interpretation, cultural expression; Key processes: reflecting, comparing, analysing]

(ACLSPU180)



- identifying how ways of communicating in Spanish and English differ and how people outside each culture may understand these differently, for example, attitudes to time reflected in language and social interactions; expressing thanks or appreciation more or less directly
- recognising that language and cultural practices are interconnected, for example, by identifying the religious origins or connotations of many common Spanish names (*Jesús María, Dolores, Concepción, Asunción*) and expressions (*la bendición, ¡que Dios te bendiga!*)
- investigating and using language associated with significant cultural practices and events such as celebrations, for example, *La novena, Día de las madres, Día de la emancipación de los esclavos, Primero de mayo, Carnaval*, and identifying associated values, beliefs and perspectives
- considering how differences between ways of using language reflect cultural influences, for example, the adoption of varying systems of *apellidos* in different Spanish-speaking communities

Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Spanish for classroom interactions, to carry out transactions and to exchange views and experiences with peers and others in a range of contexts. They use rehearsed and spontaneous language to give and follow instructions and engage in discussions, such as expressing or rejecting points of view (for example, *¿Estás de acuerdo?, verdadero/falso, ¿qué te parece?, ¿cuándo?, ¿cómo?, ¿por qué?*). They apply appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types (for example, *¿Nos vamos?, ¡Nos vamos!, Pasó por aquí/Paso por aquí*), and use interrogative and imperative moods (for example, *¿Has comido? ¡Abre la puerta!*). They locate, summarise and analyse information and ideas on topics of interest from a range of texts, and communicate information, different perspectives and their own opinions such as *a mí me parece...*, using different modes of presentation. They describe their responses to different imaginative texts by expressing opinions (for example, *en mi opinión, personalmente yo prefiero, estoy de acuerdo*), stating preferences (for example, *después de pensarlo, yo..., prefiero más bien... es buena/mala idea*), and comparing ways in which people, places and experiences are represented (for example, *mejor que... peor que... más... menos*). They draw on past experiences or future possibilities to create imaginative texts using regular (for example, *caminar, beber, vivir*) and irregular verbs (for example, *estar, tener, ir*) in a range of tenses including present (*vivo*), present perfect (*he vivido*), preterite (*viví*), imperfect (*vivía*) and future (*viviré*). They use descriptive vocabulary, such as numbers, adjectives (for example, *generoso, simpático, listo, amistoso, azul, rosa, café*) and adverbs (for example, *generalmente, raramente, nunca*), to extend and elaborate their texts. They use cohesive devices such as *y, o, porque, cuando, por eso, pero, puesto que, debido a, y, pues, para* and prepositions such as *antes del atardecer, dentro de la casa* in own language production to create cohesion. Students translate texts on familiar topics and produce texts in Spanish and English, comparing their different versions and considering possible explanations for variations. When participating in intercultural experiences they identify similarities and differences in language use and cultural expression. They identify significant people, places, events and influences in their lives and explain why these are important to their own sense of identity.

Students know that in Spanish there are words that are spelled and pronounced the same but that have different meanings, such as *pila* (*pile or battery*), and that a word often takes on a different meaning when an accent is added, for example, *papá* ('father') and *papa* ('potato'), and the definite article *el* and pronoun *él* ('he' or 'him'). They use metalanguage to explain features of language, texts and grammar and to identify how text structures and language features vary between different types of texts. Students explain how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships. They identify how Spanish both influences and is influenced by other languages and is spoken in a variety of forms in communities around the world. They explain why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions.

Years 9 and 10

The nature of the learners

At this level, students bring to their learning existing knowledge of the Spanish language and the cultures of Spanish speakers and a range of learning strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Spanish in these.

Spanish language learning and use

This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication (for example, digital media, collaborative performance and group discussions). Learners become more confident in communicating in a wider range of contexts through greater control of language structures and increased understanding of the variability of language use. They use Spanish to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They use Spanish more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their language use against a stronger frame of grammatical knowledge. They demonstrate understanding of language variation and change and of how intercultural experience, technology, media and globalisation influence communication.

Contexts of interaction

Learners interact with peers, teachers and other Spanish speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may access additional experience of the Spanish language and the cultures of the Spanish speaking world through interschool events, or community events such as film festivals or cultural performances.

Texts and resources

Learners use texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic materials designed for or generated by young Spanish speakers in a variety of Spanish-speaking regions, such as video clips, magazine features, television programs or advertisements. Students take some responsibility for sourcing additional materials to support their own learning.

Features of Spanish language use

Learners use more complex language in spoken and written forms. They adjust tone, expression and intonation to shade meaning and to convey emotions. They expand their knowledge and control of grammatical elements such as verb tenses (*imperfecto*, *futuro simple*, *condicional*) and direct and indirect object pronouns. They use a range of cohesive devices to sequence and describe events in detail and to complete communicative tasks that involve planning, performance, and collaborative and independent work. Their language production includes elements of interpreting, creating, evaluating and performing. They engage in critical analysis of texts such as advertisements and media reports, identifying how language choices reflect perspectives and cultural contexts.

Learners examine the processes involved in using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and 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 themselves through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system. Learners are provided with opportunities to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes (for example, portfolios, peer review, digital journals).

The role of English

Spanish is used in more extended and elaborated ways. English continues to be used when needed for substantive discussion, explanation and analysis. This allows learners to talk in depth and detail about the experience of learning Spanish and about their thoughts on culture, identity and intercultural experience, supporting discussion of concepts such as 'stereotypes', 'difference', 'diversity' and 'values'. It allows for a degree of expression and reflection that is beyond learners' communicative capabilities in Spanish.

Years 9 and 10 Content Descriptions

Communicating

Socialising

Discuss and compare young people's interests, behaviours and values across cultural contexts

[Key concepts: social change, youth culture, communication, memory; Key processes: discussing, responding, building connections]

(ACLSPC181)



Elaborations

- exchanging emails and participating in online forums with peers in a Spanish-speaking context to share views about aspects of teenage life such as friends, responsibilities, interests, aspirations and topical issues
- interviewing class members to elicit opinions on personal experiences and significant events from their past, and identifying common themes or reactions
- comparing responses to events or texts such as a concert or television program, using evaluative and expressive language to convey reactions such as excitement, appreciation or boredom (*Me encantó esa canción, ¡Aprecio tus palabras! ¡Qué aburrido!*), and initiating and scaffolding conversation by introducing topics, inviting contributions or asking for clarification, for example, *No he entendido bien... ¿Qué piensas? ¿Qué te parece si hablamos de...?*
- maintaining and extending conversations by following up on others' contributions, elaborating on own comments and extending the topic, for example, *Creo que tú tienes razón pero... Me gustaría agregar que...*

Engage in shared activities such as planning and organising events by contributing ideas, opinions and suggestions and managing diverse views

[Key concepts: perspectives, change; Key processes: planning, debating, persuading]

(ACLSPC182)



- participating in collaborative projects such as a segment for a young people's community radio or television program, sharing responsibility for different elements such as news items or sports reports, and using appropriate terms to introduce and summarise, for example, *Estamos transmitiendo en directo desde ... Esta edición nocturna se trata de... Ahora pasamos a las noticias del día...*
- negotiating arrangements, weighing up alternatives and reaching shared decisions in relation to planned events or activities, for example, *Entonces nosotros haremos el afiche y ustedes lo distribuyen*
- planning a demonstration or performance for family or peers to showcase what they know and can do in Spanish, making decisions about different elements and preparing explanations of linguistic or cultural features of Spanish language use
- participating in real or simulated transactions such as exchanging and ordering popular consumer items such as CDs, video games or books
- organising real or simulated online forums to raise awareness of environmental, social or ethical issues such as prejudice, social justice or human rights, taking account of possible diversity of values and views



Engage in class discussions and debates, justifying opinions, evaluating perspectives and reflecting on own language learning

[Key concepts: perspectives, standpoint, representation; Key processes: debating, persuading, justifying, explaining]

(ACLSPC183)



- interacting in class discussion and debate by taking turns, expressing agreement/disagreement, and providing encouragement for example, *Es mi turno ahora, Estoy de acuerdo contigo... No comparto esa opinión... Me parece una idea estupenda*
- initiating and sustaining discussion by acknowledging different viewpoints (*Tienes otro punto de vista, Ese aspecto lo veo de la siguiente manera...*), asking for repetition or clarification (*¿Qué quieres decir...?*) or inviting further elaboration (*¿Cómo? Eso quiere decir que...*)
- using argument and expressive or persuasive language to discuss topical issues such as *La sostenibilidad, Los derechos humanos*, for example, *como sabemos ... es evidente que ... nadie puede negar ...*
- using metalanguage to discuss language and language learning and to engage in peer and self-reflection, for example, *Cuando hablo español tiendo a mover las manos más... Me gusta hablar español porque siento que he empezado a entender algunos aspectos culturales del mundo hispanohablante*

Informing

Elaborations

Analyse, synthesise and evaluate ideas and information from multiple sources on a range of local and global issues
[Key concepts: environment, standpoint, representation; Key processes: analysing, synthesising, evaluating perspectives]

(ACLSPC184)



- gathering information from a range of print and digital sources on topics such as *ecoturismo* or *machismo*, and identifying, evaluating and reporting on perspectives
- distinguishing between fact and opinion in texts such as articles and reports, using critical literacy skills to recognise bias, for example, identifying the author, audience and purpose of the text
- comparing and evaluating a range of perspectives on topics such as health, music, sport and religion presented in different media texts, and considering why people may have different perspectives
- presenting commentaries collected from print, digital and personal sources of information on issues of interest to themselves and other young people, such as *El impacto de los medios sociales en la vida cotidiana*, *El vestuario y la identidad*, *La influencia de la música en los jóvenes*, classifying issues according to viewpoints and perspectives
- researching cultural characteristics of a specific group of Spanish speakers to inform a course of action such as providing a Spanish-speaking exchange student with a suitable placement or a group of Spanish visitors with a suitable menu, or deciding on an appropriate time of year to visit a particular Spanish-speaking country or region
- analysing published accounts of an event such as a sports match, a concert or a street party, identifying varying viewpoints

Convey information on a range of issues using different modes of presentation to suit different audiences
[Key concepts: perspective, society, environment; Key processes: constructing, reporting, persuading]

(ACLSPC185)



- researching and reporting on contemporary social, environmental or ethical issues as presented in a range of resources using different presentation techniques, for example, Venn diagrams, flow charts, digital displays
- composing different types of social media texts such as blogs, advertisements, web pages, magazine articles or live or printed interviews to present views on particular issues, using appropriate protocols to acknowledge sources of reference and commentary, for example, by using reported speech (*Dijo el doctor Sanabria que hay que usar autos eléctricos*)

Creating

Elaborations

Engage with and review creative texts, identifying and explaining cultural attitudes and key messages
[Key concepts: relationship, perspective, values; Key processes: analysing, evaluating, reviewing]

(ACLSPC186)



- collaborating in critical and cultural readings of the imaginative content of texts such as blogs or song lyrics to explore Spanish-language forms of creative expression
- composing a review of a film or short story, identifying how the text uses language and textual features to convey emotions and perspectives, for example, *Este video no muestra la realidad de la posición de la mujer, Los personajes en este texto se sienten felices*
- reading, viewing or listening to extracts from expressive contemporary texts such as poems, dance, street art or musical performances, identifying elements that reflect the culture or experience of Spanish-speaking communities
- expressing responses to oral, written and digital texts such as short stories, poems, cartoons, films, raps and songs (*es muy conmovedor, es preocupante, son melancólicas, es demasiado hermoso, es divertido, da risa*), and identifying how mood is created and how storylines are developed
- analysing the lyrics of contemporary songs from the Spanish-speaking world, identifying key messages and evaluating expressive styles

Produce a variety of imaginative texts to express ideas, attitudes and values for a range of audiences
[Key concepts: values, emotion, entertainment; Key processes: expressing, adapting, considering impact]

(ACLSPC187)



- creating a poem or rap to perform to their peers that contains a message about an issue of personal significance
- creating various types of texts such as digital or print stories, songs, chants or dialogues/skits, building characters, themes, settings and/or plots likely to appeal to specific audiences, for example, young learners of Spanish
- composing and performing poems, songs, speeches or dialogues that reference significant celebrations or historical events in Australia or in the Spanish-speaking world, for example, *El Día Internacional de la Mujer, La Feria de Sevilla, National Sorry Day, Fiestas patrias, Festivales folclóricos*
- creating reflective and expressive texts such as poems or blogs/wikis for own reference purposes to capture challenges, satisfactions and feelings about personal or social experiences and relationships

Translating

Elaborations

Translate both Spanish and English texts, and discuss cultural and other dimensions of the process

[Key concepts: culture, text, context; Key processes: evaluating, translating, comparing]

(ACLSPC188)



- translating short familiar texts such as advertisements, songs or film clips, comparing own translation with others', analysing and providing possible explanations for similarities and differences
- reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems and songs, and identifying words and phrases that require particular elaboration or explanation, for example, *Es una tarde parda y fría de invierno...*, from the poem 'Recuerdo infantil' by Antonio Machado
- using, comparing and evaluating electronic and online translators
- experimenting with translations of popular expressions or idioms in Spanish, noticing when this creates potential confusion, for example, *Una todas partes se cuecen habas* (lit. everywhere beans are cooked) = it's the same the whole world over

Create bilingual texts that interpret aspects of Australian language and culture for Spanish-speaking audiences

[Key concept: bilinguality; Key processes: adjusting, interpreting, reflecting]

(ACLSPC189)



- creating bilingual texts that present aspects of school life in Australia for Spanish-speaking students and parents, for example, a print leaflet or digital display about school excursions
- considering how to maintain the integrity of original texts when translating, for example, explaining culture-specific concepts such as 'the bush' or 'being a Wally with water', and considering the use of register and idioms
- producing bilingual texts such as video clips with subtitles explaining Australian cultural practices, for example, bushwalking, New Year's Eve celebrations and the Melbourne Cup
- producing public texts such as signs and posters in both Spanish and English, and commenting on the process of working in both languages

Reflecting

Elaborations

Participate in intercultural experiences, reflecting on own ways of communicating and considering how intercultural communication involves shared responsibility for meaning-making

[Key concept: mutual understanding; Key processes: making connections, questioning assumptions, adapting, adjusting]

(ACLSPC190)



- considering how learning and using Spanish offers different ways of interpreting the world and representing experience
- reflecting on how meaning can be misinterpreted in intercultural interactions, for example, by preparing a shared list of strategies to improve communication and intercultural skills
- recognising differences in the nature and function of some elements of communication in Spanish compared to English, for example, the enjoyment of debate, disagreement and argument as social rather than confrontational activities; and greater levels of directness in exchanges, such as making requests using direct imperative
- keeping a record such as a journal, log or online posting of critical incidents and observations in the course of intercultural language learning, such as breakdowns or breakthroughs in communication, and considering why or how they occurred and were repaired
- recording and sharing reflections on their experiences of learning Spanish and on different reactions to aspects of the language and culture, for example, *Tengo problemas pronunciando la doble r, es difícil para mí y se me olvida que la h no suena en español, Me gustaría poder hablar más rápidamente en español*

Explore and compare cultural traditions in both the Spanish-speaking world and their own cultural contexts, considering how these influence identity

[Key concepts: identity, culture, worldview; Key processes: comparing, explaining]

(ACLSPC191)



- reflecting on own cultural identity in terms of family background, community relationships and contact with languages (including Spanish), and tracking changes over time
- composing an online 'cultural ID profile' to exchange with Spanish-speaking peers, making decisions about what points of information will be of most interest
- discussing whether or not they believe that the study of Spanish has influenced their own identity, and explaining their opinions to others

Understanding

Systems of language

Elaborations

Recognise that pronunciation, intonation, rhythm and pace assist in fluency and in meaning-making in spoken interactions

[Key concepts: expression, fluency, accents; Key processes: discriminating, emphasising]

(ACLSPU192)



- recognising the role of pronunciation, rhythm, word stress, tempo and tone of voice in effective communication, and applying this knowledge to own interactions
 - using challenging letter combinations in written and spoken Spanish, such as *ae* in *aeropuerto*, *au* in *Augusto*, *ll* in *ballena*, *r* in *pero*, *rr* in *perro*, *d* in *bondad* and the soft *t* in *té*,
 - noticing how tone can convey emotions and shade meaning, example, *¡Vamos ya! ¡Corre! ¡Tengo miedo del tigre! ¿Te gustaría ir al cine? ¡No te enojés!*
 - applying knowledge of pronunciation, intonation, rhythm and pace to own use of spoken Spanish, for example, when reading stories to younger children, asking questions or expressing emotions such as surprise or sadness
-

Apply complex grammatical rules such as those relating to reflexive verbs and subjunctive and conditional moods, and use cohesive devices to link and extend ideas in own spoken and written texts

[Key concepts: grammatical analysis, metalanguage; Key processes: analysing, manipulating]

(ACLSPU193)



- extending the use of negative forms (no voy nunca, en ningún momento, no tengo nada, tú tampoco, no hay nadie) and understanding the difference between a reflexive verb and its corresponding non-reflexive verb, for example, Gerardo se lava la cara (reflexive) and Gerardo lava su carro (non-reflexive)
- using subjunctive mood to express doubt, uncertainty or emotion, for example, *dudo que vengas, siento que estés enferma, me alegra que hayas terminado tus estudios*
- expressing hypothetical events using conditional voice, for example, *Sería interesante estudiar chino or Yo viajaría, pero no tengo dinero*
- using cohesive devices to sequence ideas, for example, *aunque, a pesar de, sin embargo*
- describing events across time (past, present and future), choosing appropriate tenses
- developing metalanguage to extend discussion of grammatical features such as word order, tenses and subjunctive mood, and using terms such as 'verbs', 'nouns', 'conditional', 'subjunctive' and 'simple past'
- describing people and things using:
 - comparatives and superlatives, for example, *Ella es la más inteligente de la clase, Este jardín es lindísimo, Este jugo es el peor de todos*
 - acronyms, for example, MERCOSUR, EEUU, UE, ONU
 - diminutives, for example, *gatito, mesita, negrito*
- persuading, encouraging and advising others by using imperative verb forms, for example, *vaya a la cancha, vamos al descanso, piénsalo bien, piénselo bien*
- exploring how word choices (such as selection of particular nouns and adjectives) can indicate values and attitudes, for example, *Ese joven no sirve para nada/Es un joven valiente. Ellos son ilegales/Ellos son los refugiados*
- using the *pasiva refleja* or impersonal form with *se* for example, *Se venden casas, ¿Cómo se dice...?*
- using idiomatic language such as proverbs (*Lo cortés no quita lo valiente, El hábito no hace al monje*) and idioms (*me puse las botas, no pedir peras al olmo*)

Discuss the purpose and features of a range of texts, such as informative, argumentative or persuasive texts, using appropriate metalanguage to identify and describe characteristics

[Key concepts: textual features, stylistic devices, perspective;
Key processes: analysing, correlating]

(ACLSPU194)



- analysing different types of texts, such as television dramas or news bulletins, to demonstrate how language is used to create particular effects such as emotional impact or interest
- noticing the different conventions that shape texts, for example, the use of descriptive language in travel brochures, emotive language in advertisements, or argument in debates
- identifying textual conventions associated with types of texts in different cultural contexts, for example, the salutation in an email ("*Hola Luis*"), informal language in blogs, or rhetorical language in political pamphlets
- creating sample texts for a resource bank, identifying key features and functions that characterise particular types of texts such as voicemail, slogans, informative articles or short stories
- comparing spoken and written texts, such as spoken and print advertisements, face-to-face conversations and emails, to understand how their mode shapes their structure and helps the text to achieve its purpose

Language variation and change

Elaborations

Analyse how language use in both spoken and written modes varies according to the geographical location and cultural profile of Spanish-speaking communities

[Key concepts: variation, diversity; Key processes: analysing language, comparing, explaining]

(ACLSPU195)



- comparing texts created for different audiences in different Spanish-speaking regions and countries, or for urban and rural communities, noticing how language reflects ideas, concerns and priorities of specific communities, for example, *Alturas de Machu Picchu* by Pablo Neruda ...*labrador, tejedor,. pastor callado: domador de guanacos tutelares: albañil del andamio desafiado...*
- investigating varieties of language used by members of different Spanish-speaking communities and how they have changed over time
- analysing and using language, body language and gestures in culturally appropriate ways specific to Spanish speakers or speakers of Australian English, in forms of expression such as idioms and song lyrics
- observing that many Spanish speakers are multilingual and regularly shift between languages to achieve different purposes and to draw on additional communicative resources
- recognising that language is used differently to achieve different purposes, for example, the use of contractions, emoticons and acronyms in text messages for the purpose of speed and economy; the use of slang, specialised or inclusive language to establish shared interest or identity

Understand and analyse the power of language to influence people, actions, values and beliefs

[Key concepts: power, influence; Key processes: reflecting, connecting, critical analysis]

(ACLSPU196)



- examining language used in texts such as protest songs, posters and graffiti to identify ways in which language is used for social influence and commentary, for example, “*Todo cambia*” *¡No malgaste el agua!*
- analysing examples of language used for social commentary or to influence actions or beliefs, such as emotive language and images in reports on cruelty to children or to animals (*la violencia, la negligencia, la intimidación, el abuso, el acoso*), and examining how specialised language can create barriers for some members of a language community, for example, legal or medical terms, arts-related expressions or bureaucratic language
- understanding how language variation can reflect cultural and social identity, and inclusion or exclusion, for example, *los refugiados* versus *los ilegales*; the use of jargon or *jergas* (*currar, laburar, estar al loro, ir de marcha, mala onda, tipo, chavo, pibe*) to include or exclude; and the inclusive language of political speeches (*los ciudadanos y ciudadanas ...*)
- recognising the purpose of particular texts to impact emotionally on others such as by influencing opinions and reactions, for example, in persuasive texts such as advertisements or reviews of a film, concert or fashion show

Investigate the variety of languages used in different communities in the Spanish-speaking world, for example, Mapudungun, Basque/Euskera and Náhuatl

[Key concepts: diversity, status, recognition; Key processes: researching, analysing, discussing]

(ACLSPU197)



- recognising that in many Spanish-speaking countries other languages are co-official with Spanish, such as Guaraní in Paraguay, Catalan, Galician and Basque/Euskera in Spain, and Quiché in Guatemala, and investigating the history and issues surrounding such relationships between languages
- investigating the status and function of indigenous languages in Spanish-speaking countries, considering issues such as language rights, language death, and revival and reclamation efforts, and drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia
- considering how the process of moving between standard/national languages and regional languages such as Catalan or Basque reflects personal, social and political histories
- considering the development of Spanglish in communities of Spanish speakers and developing awareness of current debates and discussions around such hybrid forms of languages
- exploring the influence of Latin-American popular culture in the United States and the world, for example, cinema, music and TV channels, *telenovelas*, sport

Role of language and culture

Elaborations

Understand and describe ways in which language and culture are interrelated and influence each other.

[Key concepts: culture, language, meaning, interdependence;

Key processes: discussing, reflecting, comparing]

(ACLSPU198)



- participating in guided discussion and reflection on the nature and role of culture and its relationship with language, noting any shifts in own attitudes, values or understandings about culture, identity and diversity as a consequence of learning and using Spanish
- developing language for thinking and talking about cultural representation and expression, for example, perspectives, values, images, stereotypes, inclusion and exclusion
- examining how a concept such as humour is conveyed in Spanish in ways that reflect lifestyles, values or traditions, and discussing how this may be perceived by non-native Spanish speakers
- exploring language and communicative behaviours associated with particular Spanish-speaking regions or geographic locations to understand how factors such as geography, climate and economic situation shape language practices

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously to offer opinions on social issues and to discuss young people's interests, behaviours and values across cultural contexts. They justify opinions such as *No creo que sea la mejor manera de resolver...*, *Estoy en contra de esa idea porque...*, evaluate perspectives and reflect on their own language learning. They collaboratively plan and organise events and manage diverse views by using the subjunctive mood to express emotion and doubt and give negative commands (for example; *Siento que no puedas ir a La Habana, Es posible que compre un reproductor MP3, No pienso que sea ... Siento que estés enfermo ... ¡No grites tanto!*), the imperative mood for commands (for example, *Hazlo bien, Toma el jugo/zumo, Escribeme, Llámala ...*), and passive voice when appropriate (for example, *se cometieron errores*). Students locate, analyse, synthesise and evaluate ideas and information on local and global issues from a range of perspectives and sources. They present information using different modes of presentation to suit different audiences and to achieve different purposes. They select appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts, such as *Ese joven no sirve para nada / Es un joven valiente, Ellos son ilegales / Ellos son los refugiados*. They produce a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, applying knowledge of the imperfect (for example, *Cuando era joven vivíamos en Bogotá, Vivía en Granada cuando Pedro se graduó*) and conditional tenses (for example, *Valdría la pena ver los murales de Diego Rivera*). They use grammatical elements such as reflexive verbs (for example, *acostarse, cepillarse*) and relative pronouns (for example, *el amigo que visitamos*), and use cohesive devices (for example, *sin embargo, por eso, pero*) to link and extend ideas, and time markers such as *al día siguiente, después de..., más tarde...* for sequencing. When translating Spanish, students identify cultural perspectives and explain how they have been represented. They create bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences. They contribute to mutual understanding when participating in intercultural experiences, and explain how family and cultural traditions shape people's sense of identity.

Students identify connections between the variety of other languages used in different communities in the Spanish-speaking world and explain some of the variations in Spanish, such as the pronunciation of the letters c, s and z, and different ways of pronouncing // and y. They use appropriate metalanguage to explain grammatical features such as word order, tenses and subjunctive mood and the purpose and features of different texts, such as informative and persuasive texts. Students analyse the influence of language on peoples' actions, values and beliefs, including its capacity to include and exclude. They explain ways in which language and culture are interrelated and influence each other.

The Australian Curriculum Languages - Spanish Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students are beginning their study of Spanish and typically have had little prior exposure to the language and associated cultures of the Spanish-speaking world. Many will have learnt an additional language in primary school, and some have proficiency in different home languages; these students bring existing language-learning strategies and intercultural awareness to the new experience of learning Spanish. Students' textual knowledge developed through English literacy learning supports the development of literacy in Spanish. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

Spanish language learning and use

Learners are encouraged to listen to, read and write Spanish in a range of interactions with the teacher and one another. They experiment with sounds, intonation patterns and body language, using high-frequency vocabulary and expressions, gradually broadening their range of language functions. They use modelled and rehearsed language in familiar contexts and begin to use the language learnt to express their own personal meaning. They work both collaboratively and independently in Spanish, exploring a variety of simple texts, including songs/raps, emails, advertisements and online exchanges, with particular reference to their current social, cultural and communicative interests. They share language knowledge and resources in small groups to plan, problem-solve, monitor and reflect. They read, view and listen to texts, and apply modelled language to create and present their own texts, for example, shared stories, poems, advertisements and journal entries. They begin to use vocabulary and grammar accurately, drafting and editing texts to improve structure and clarify meaning. They develop grammatical knowledge and language awareness through analysing texts, comparing languages, and applying their knowledge in language exercises and tasks.

Learners use a range of processes such as observing, comparing and reflecting on language use to identify how cultural values and perspectives are embedded in language, and how language choices determine how people, issues and circumstances are represented. They reflect on intercultural perspectives and their experience of interactions, and make cross-curricular connections. They consider fundamental concepts associated with the Spanish-speaking world, such as the diversity of peoples, cultures, geographic locations and languages. They explore aspects of environment, lifestyle and practices across cultures and make comparisons with their own. They develop a metalanguage for discussing language and culture, and monitor and reflect on their language and culture learning through discussions, journaling or contributions to a shared digital space.

Contexts of interaction

Opportunities for interaction in Spanish are provided through working with the teacher and peers in class and through using a range of resources and materials. There may also be some interaction beyond the classroom with members of Spanish-speaking communities. Spanish is used by the teacher and learners in classroom routines, structured interactions and learning tasks.

Texts and resources

Learners work with a range of resources designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They read, view and interact with a variety of spoken, written and digital texts created for different purposes (social, informative, transactional, imaginative and expressive). Authentic texts such as media texts, recipes and recorded conversations provide opportunities for discussion and analysis of the relationship between language, communication and culture.

Features of Spanish language use

Learners become familiar with the sounds of Spanish, including pronunciation, rhythm, pitch and stress. They recognise similarities with many English words, noting differences in pronunciation and spelling. They understand and apply elements of Spanish grammar such as word order; simple verb forms, including common reflexive verbs; gender and number agreement of articles, nouns and adjectives; pronouns; and prepositions. Students understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. Students observe the patterns of word formation, noticing the role played by prefixes and suffixes. They create their own texts, mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives (including possessive and demonstrative) and adverbs. They understand that language use reflects and shapes values and attitudes, and explore how language choices determine how people, events or circumstances are represented.

Level of support

Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Opportunities to review and consolidate learning are balanced against provision of engaging and relevant new experiences and connections. Learners rely on teacher talk, instruction, modelling and feedback, and structured opportunities for practising and understanding new language. They are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to experience in different contexts. Support resources include word lists/dictionaries, visual organisers, images and gestures. Learners may collaborate with peers in structured pair and group tasks that have clear roles and expectations.

The role of English

English serves two main functions in the Spanish class: it represents a point of reference for Spanish learning by enabling students to compare structures, features and cultural meanings in both languages; and it is used when appropriate for explanation, reflection and discussion.

Years 7 and 8 Content Descriptions

Communicating

Socialising

Elaborations

Interact with teacher and peers to exchange information about self, family, friends and leisure activities, and to express feelings, likes and dislikes

[Key concepts: friendship, family, home, leisure; Key processes: interacting, exchanging, describing]

(ACLSPC001)



- exchanging greetings with others using appropriate formal or informal language, for example, *¡Buenos días, clase!*, *Buenas tardes señor Rodríguez, ¿cómo está usted?*, *¡Buenas noches señoras y señores!*, *Hola ¿qué tal Pedro?* *Adiós señora, que le vaya bien* *¡Hasta luego amigos!*
- describing routines, events and leisure activities using language associated with time, frequency and location, for example, *Todos los días me levanto a las 7. Los fines de semana voy a la playa con mi familia. Mi fiesta de cumpleaños es el domingo*
- using present tense high-frequency verbs such as *ser*, *estar*, *tener*, *llamarse* and *vivir* to introduce self and others and to describe and share aspects of personal worlds, for example, *Me llamo David y vivo con mi padre. Mi amigo es divertido, vive en un apartamento elegante. Mi hermana tiene 24 años y está casada*
- recounting significant or special events and comparing these to similar events for Spanish-speaking teenagers, for example, *cumpleaños, vacaciones, celebraciones especiales, eventos deportivos*
- expressing likes, dislikes, preferences and feelings, for example, *Me gusta jugar con el ordenador/computador. No me gusta la sopa. Me encanta la música. Mi deporte favorito es la natación. Estoy estresada..., estoy contenta..., estoy cansado ..., estoy aburrido ...*

Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating
[Key concepts: negotiation, transaction, rules; Key processes: planning, giving and following instructions]

(ACLSPC002)



- working together to produce class reference materials such as wall charts or databases to display key vocabulary and language structures used regularly in the Spanish classroom
- participating in class activities such as word, board or electronic games (*Lotería, El ahorcado, El laberinto*), negotiating and giving or asking for directions, for example, *es tu turno, me toca a mí, tira los dados*
- participating in imagined scenarios such as being lost, asking for and giving directions, information and assistance, for example, *¿Dónde está la oficina de correos? A dos cuadras a la derecha. Necesito un mapa de la ciudad, ¿Dónde los venden?*
- participating in planning events such as birthday parties or excursions that involve negotiating time, place, activities and participants, for example, *¿Quieres ir de compras al mercado? ¿A qué hora sale el tren?*
- creating displays, presentations or performances for family, friends or school community to showcase their learning of Spanish
- responding to invitations by accepting, declining or offering apologies, adjusting language to suit formal and informal contexts (*No, gracias, Gracias por tu invitación pero no puedo ir, Sí claro, con mucho gusto*), and participating in real or simulated transactions such as purchasing food or tickets for an event, for example, *¿cuánto cuesta? ¡qué caro! ¿tiene descuento? ¿acepta tarjeta de crédito? ¿cuánto me da por esto?*

Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions

[Key concepts: roles, routines; Key processes: questioning, interacting]

(ACLSPC003)



- responding appropriately to instructions or requests, for example, *Haz click sobre la imagen del monumento. Escoge la palabra correcta*
- asking for help, information or permission, for example, *¿Me puede ayudar...?, ¿Cómo se dice... en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya? Perdón, lo siento, gracias ¿Puede/s repetir? ¿Puedo ir al baño? ¿Cómo se escribe ...?, no entiendo*
- expressing opinions using reflective language as set phrases (*Creo que... ¡Qué sorpresa!, De acuerdo / no estoy de acuerdo, Prefiero ...*), and inviting others to give opinions or suggestions, for example, *¿Estás de acuerdo? ¿Qué piensas? yo sí / yo no*
- negotiating and displaying a set of agreed class rules, for example, *en clase hablamos español casi siempre, levanta la mano para pedir la palabra, respeta a los compañeros*

Informing

Obtain factual information from a range of spoken, written and digital texts, identify key points and use the information in new ways

[Key concepts: diversity, concepts from other learning areas; Key processes: locating, comprehending, classifying]

(ACLSPC004)



Elaborations

- identifying key points of information in short spoken or recorded texts such as phone messages, announcements or television advertisements, and transposing them to note form for own reference or to communicate to others
- identifying details and points of information in texts such as sports commentaries, weather reports or news-*flash* items and using them to create own messages or announcements, for example, announcing sports results, or cancelling an event due to a bad weather forecast
- locating, classifying and summarising data collected from sources such as class surveys, notices, timetables and video clips, and presenting findings in suitable formats for different audiences, for example, oral summaries, posters, wall charts, concept maps or timelines
- reading and viewing texts such as brochures, web posts and video blogs to collect and classify information about people, places or events in the Spanish-speaking world, using different modes of presentation, for example, a timeline to show the sequence of activities or itineraries, or a captioned photo display to create visual effect

Present information on selected topics in spoken, written and digital forms

[Key concepts: community, traditions, environment; Key processes: describing, informing, presenting]

(ACLSPC005)



- producing informative texts that combine print, digital or visual elements for specific audiences, for example, a brochure about their school or community for visiting students, a virtual tour of the neighbourhood, or a report on a favourite band or music event
- presenting information in spoken, written and digital forms on significant events in their personal worlds, such as family celebrations or travel, school excursions or competitions
- creating resources such as posters, pamphlets or displays to present commentary and compare perspectives and experiences on topics associated with lifestyles, events or causes, for example, *Un día sin coches en la ciudad*, *Una hora para salvar el planeta*, *Campaña para limpiar los ríos*
- using different modes of presentation to profile significant events, people or places related to the cultures or histories of different communities of Spanish speakers

Creating

Engage with imaginative and creative texts such as narratives, poems, songs, films or comics, comparing favourite elements and discussing characters, events and ideas

[Key concepts: imagination, character, expression; Key processes: participating, responding, recounting]

(ACLSPC006)



Elaborations

- interacting with print, oral and digital texts such as stories, poems, songs, artworks or video clips, using modelled and scaffolded language to express reactions and opinions, for example, *¡Qué triste! ¡Qué divertido! ¡Qué aburrido! ¡Qué guay/nota/bacano/chulo!, Me gusta ... / no me gusta, creo que es ...*
- identifying and describing characters and events in a movie, story or comic, such as *Manolito Gafotas*, by responding to structured questions, for example, *¿cómo se llama el chico de verdad?*; *¿por qué tiene ese mote?*; *¿cuántos años tiene?*; *¿cómo es su familia?*; *¿quiénes son sus amigos?*
- listening to and reading traditional texts such as *leyendas, fábulas, rimas y refranes*, identifying key messages, beliefs and values and comparing aspects that may be similar or different across cultures

Create short imaginative texts such as cartoons, raps and stories to communicate own ideas, experiences and emotions

[Key concepts: performance, emotion, expression, imagination; Key processes: creating, expressing, connecting, imagining]

(ACLSPC007)



- creating imaginary characters, situations or events in forms designed to entertain others, such as a video clip, digital photo story, comic strip, or Big Book for younger students,
- reinterpreting and performing stories and songs that feature repetitive language and familiar contexts or characters, for example, by changing the sequence or creating alternative endings
- composing and performing a skit based on an imagined scenario that involves elements such as comedy, emotion or surprise

Translating

Elaborations

Translate and compare simple texts such as public signs, menus and advertisements in Spanish and English, noticing that it is not always possible to translate word for word
[Key concepts: equivalence, meaning; Key processes: translating, interpreting, comparing]

(ACLSPC008)



- translating short texts such as public signs or community notices from Spanish to English and vice versa, identifying problems encountered and noticing similarities and differences in how the messages are formed, for example, the Spanish use of infinitive forms in signs compared to the English use of imperatives
- using print and electronic dictionaries to assist in the translation of simple texts, noticing that single words can have different meanings, for example, 'cricket' (sport or insect) and the six possible translations of 'you' in Spanish (*tú, usted, ustedes, vosotros, vosotras, vos*)
- collecting examples of 'false friends' encountered when translating between English and Spanish, for example, *carpetal* 'folder', *contestar* 'answer', *piel* 'foot'
- identifying cognates in Spanish texts that can be used to predict meaning (*alto, stop, chocolate, patata*), and considering reasons for the similarities
- understanding the distinction between literal and non-literal translation, and identifying expressions in Spanish or English that make no sense when translated literally into the other language, for example, *pasarlo bomba, tomar el pelo, meter la pata, costar un ojo de la cara, dar la lata*, 'she'll be right', 'fair dinkum', 'a piece of cake', 'to cost an arm and a leg'
- comparing and translating language used in Spanish and English text messages, for example, *a2* (*adiós*), *xq?* (*¿por qué?*), *knrm* (*cuéntame*), *tqi* (*tengo que irme*), CU ('See you'), LOL ('Laughing out loud'), and considering the use and effects of abbreviations

Create simple bilingual texts such as learning resources, online announcements, games and displays for use in the classroom, school or wider community
[Key concepts; audience, suitability; Key processes: interpreting, comparing]

(ACLSPC009)



- creating simple bilingual texts for that include contextual and visual support, for example, community information leaflets, captions for photo displays, or restaurant menus
- creating bilingual resources for their own use in the classroom, such as word banks, personal Spanish–English dictionaries, and glossaries to explain common idioms
- designing and maintaining a bilingual website with a sister school or another group of Spanish learners in Australia, considering the best use of each language depending on the context and nature of the information or interaction
- creating bilingual texts for specific audiences, such as songs or games for younger learners of Spanish, or a schedule for an online event likely to interest both English and Spanish speakers, noticing how meanings need to be tailored for different intended audiences

Reflecting

Elaborations

Notice while participating in intercultural activities that interaction involves culture as well as language
[Key concepts: norms, assumptions, values; Key processes: noting, reflecting, responding]

(ACLSPC010)



- exploring Spanish language features that reflect and embody cultural values and practices, for example, regional differences in naming conventions, such as the use of *apellidos*
- reading transcripts or viewing recordings of interactions between members of an extended family, and considering how respect, affection and family relationships are expressed in Spanish
- observing live or recorded Spanish-language interactions in different contexts, and identifying what they find is confusing or surprising, for example, body language, exclamations, gestures, levels of politeness, and ways of requesting or thanking
- developing language for describing personal reactions to intercultural experience, for example, *No me gusta, estoy sorprendido de ver, me encanta, es maleducado, es cortés*
- considering how communicating in Spanish requires thinking about things differently from when communicating in English, for example, making a choice between *tú/usted/vos* involves thinking about social relations between people, while using 'you' does not

Consider how aspects of identity such as family background, age and interests impact on intercultural exchange
[Key concepts: self, profile; Key processes: noticing, reflecting, comparing]

(ACLSPC011)



- identifying elements of identity that may be important across all cultures, for example, family, community, location, language, religion, age and gender
- preparing a class profile for online exchange with Spanish-speaking students, selecting resources such as photos, captions or symbols to capture the diversity of cultural backgrounds, languages, interests and values represented in the class, and reflecting on what this profile shows about the nature of intercultural communication in Australia
- sharing reactions to intercultural experiences associated with learning and using Spanish, considering whether own background, age and interests contribute to attitudes or beliefs that impact on the experience
- identifying elements of their own and one another's ways of communicating and behaving that may be unfamiliar to people from different contexts and cultures, for example, ways of expressing wishes, or rituals associated with school sports
- considering if their sense of identity changes depending on the language they are using and what they are talking about

Understanding

Systems of language

Elaborations

Notice the role and importance of pronunciation and intonation in Spanish, for example, to distinguish between statements, questions and exclamations, and understand Spanish writing conventions such as inverted question marks at the start of questions

[Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud]

(ACLSPU012)



- noticing features of pronunciation (silent *h*) and the different sounds of consonant–vowel combinations, for example, *gato, guerra, gente, girar, goma, guante, guitarra*
 - recognising variations in intonation required to form statements, questions and exclamations, for example, *Eres de Australia; ¿Eres de Australia?; ¡Eres de Australia!*
 - understanding writing conventions such as the use of inverted question and exclamation marks
 - noticing and applying the different rules of capitalisation in English and Spanish
 - becoming familiar with the use of graphic symbols such as *ñ, tildes, ¿...?, ¡...!* on keyboards and in writing systems
-

Understand and use the main elements of the Spanish grammatical system, including definite and indefinite articles, gender and number agreement, present tense of regular and common irregular verbs, and simple sentence construction, paying attention to word order

[Key concepts: syntax, word order, gender, number, agreement; Key processes: noticing, applying, explaining]

(ACLSPU013)



- using appropriate definite and indefinite articles that match the noun in gender and number (*el, la, los, las, un, una, unos, unas*) and noticing some special cases (*el día, el idioma, la mano, la foto*)
- identifying people and things using concrete nouns and applying rules for gender and number agreement, for example, *niño/s, niña/s; profesor/es, profesora/s*
- observing gender in patterns of naming, for example, *Julio/Julia, Ramón/Ramona, José María/María José*
- developing awareness of word endings and gender patterns, for example, *el/la ...ista, el/la ...ante, la ...ción, la ...dad, el ...or, el ...aje, el ...ero/la ...era*
- describing the qualities of people and things using adjectives and matching them in gender and number with the nouns, paying attention to word order and to the different types of gender variation, for example, *los pantalones largos/ las faldas largas, el estudiante trabajador/la estudiante trabajadora, el libro interesante/la película interesante, el sombrero azul/la casa azul*
- expressing ownership using singular and plural possessive adjectives, following the agreement rules for gender and number with the noun, for example, *mis padres, nuestras amigas, sus libros, mi clase, vuestro profesor, tu madre*
- using determiners such as demonstratives (*este, ese, aquel/esta, esa, aquella*), cardinal and ordinal numbers (*uno, dos, tres,.../ primero/a, segundo/a, tercero/a,...*) and basic quantifiers (*mucho/a/os/as, bastante/s, poco/a/os/as*), attending to gender and number agreement when necessary
- understanding the form and function of subject pronouns (*yo, tú, vos, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes*), how they substitute for noun subjects and determine verb endings in conjugations, for example, *Esta es María, la hermana de Juan. Ella está en la escuela primaria y él está en el año 8*
- understanding and using the three conjugations for the present tense of regular verbs (*...ar, ...er, ...ir*), and the present tense of commonly used irregular verbs, for example, *ser, estar, tener, ir, hacer, querer, jugar*
- recognising that there are two versions of the verb 'to be' in Spanish and identifying the main uses of *ser* and *estar*, for example, *soy Alicia, estoy bien, somos australianos, estamos en clase de español*
- developing awareness that different verbs are used in English and Spanish for certain phrases such as, *Tengo 12 años (lit. I have 12 years) = I am 12 years old, ¿tienes hambre?(lit. Do you have hunger?=Are you hungry?, hace frío (lit. it does cold)=It is cold*
- increasing vocabulary by observing patterns and using cognates, for example, *animal, normal, actor*
- understanding and using reflexive verbs, for example, *me llamo Luis, ¿a qué hora te levantas?, los sábados nos acostamos tarde*

- using verb conjugations in affirmative, negative and interrogative forms, for example, *¿Eres australiana? No, no soy australiana, soy china ¿Y tú, qué idiomas hablas? Hablo chino, inglés y español*
- understanding the use of verbs such as *gustar*, *encantar*, *doler* and *interesar*, for example, *¿qué deportes te gustan?, me encanta correr, me duele la cabeza, nos interesan las películas de acción*
- identifying the gerund and infinitive non-personal forms of verbs and using them to express the development of action in the present with the verb *estar* (*está hablando, estoy escribiendo*) and the idea of future with the verb *ir*, for example, *Esta tarde voy a hacer los deberes, mañana vamos a jugar al tenis*
- seeking information using interrogatives, for example, *¿qué ...?, ¿cómo ...?, ¿cuándo ...?, ¿quién ...?, ¿dónde ...? ¿cuántos/as ...?, ¿por qué ...?*
- describing when and where an action occurs using prepositions and adverbs of time and place (*a, de, desde, en, entre, hasta, antes, después, ahora, hoy, mañana, debajo, encima*) and the contractions *al* (*a+el*) and *del* (*de+el*)
- expressing modality using adverbs such as *bien, mal, regular, despacio, rápidamente*
- following basic formulaic instructions expressed in the imperative for example, *abran el libro, lee la página 20, escuchad, salgan de clase, escribid en los cuadernos*
- linking ideas using cohesive devices such as conjunctions, for example, *y (e), o(u), pero, porque*
- recognising the functions of elements such as prefixes and suffixes and their importance in word building and changing meaning, for example, *repasar, repaso, casa, casita, caserón, casero, jugar, un juego, jugador*
- building metalanguage to talk in Spanish about grammar and vocabulary, for example, *infinitivo, presente, género, masculino, femenino, número, singular, plural, adjetivo, sustantivo, forma negativa e interrogativa*, and comparing with equivalent terms in English

Recognise and describe features of familiar types of texts, and notice how these contribute to the making of meaning
[Key concepts: text conventions, genre; Key processes: noticing, analysing, comparing]

(ACLSPU014)



- comparing English and Spanish versions of familiar types of texts, noting similarities and differences in language features and text structure, for example, ways of opening and closing formal or personal letters
- understanding how to use cohesive devices such as conjunctions and time markers in texts to sequence, link and elaborate ideas, for example, *y, o, pero, además, primero, después, de pronto*
- analysing features of common types of texts such as stories, emails, songs and slogans, identifying how the choice of language and structure works to achieve each text's purpose
- identifying the intended audience, purpose and key language features of familiar types of texts such as recipes, announcements, road signs or instructions, for example, *Primero, se pelan las patatas..., Señores pasajeros, el tren con destino ..., SE RUEGA SILENCIO, Escribir la respuesta a las siguientes preguntas ...*

Language variation and change

Understand that Spanish, like all languages, is used in different ways according to roles, relationships and social and cultural contexts

[Key concepts: register, status, variation; Key processes: noticing, analysing, explaining]

(ACLSPU015)



Elaborations

- noticing variations in language use based on the age, gender and social relationships of speakers and the context and purpose of interactions, for example, by selecting appropriate greetings and terms of address for people of different ages or status (*Hola, ¿qué tal Diana? Buenas tardes, Señor Méndez, Diga, ¿quién llama?*)
- recognising that register shifts according to familiarity and social position, for example, using different pronouns and the corresponding verb endings in formal or informal interactions (*¿Cómo se llama usted? ¿Cómo te llamas?*)
- observing that many Spanish speakers are multilingual and regularly shift between languages to achieve different purposes and to draw on additional communicative resources

Understand the dynamic nature of languages

[Key concepts: language contact, word borrowing, globalisation, dynamism; Key processes: observing, identifying, discussing]

(ACLSPU016)



- understanding that languages and cultures change continuously due to contact with one another and in response to new needs, ideas and developments in communications and technology
- identifying influences from other languages and cultures in contemporary Spanish, for example, *tuitear*, *globalización*, *MP3*, *chatear*, *bloguear*, *cliquear*
- observing changes to language that reflect changing lifestyles and cultural trends, for example, abbreviations in text messages such as *k (que)* and *a2 (adiós)*
- recognising the influence of Spanish on English and other languages by identifying loan words such as 'patio', 'tango', 'taco', 'chocolate', 'tomato', 'guacamole' and 'siesta', noting how they are pronounced by English speakers and considering the types of words and expressions that are most frequently borrowed
- collecting examples of Spanish word borrowings from other languages, for example, *fútbol*, *shopping*, *básquetbol* and *canguro*, *chófer*, *pizza*, *chau*
- understanding that some indigenous languages in both Australia and Spanish-speaking countries are strong, while others are endangered or being revived or reclaimed



Recognise that Spanish is a global language that is spoken in a variety of forms in different communities around the world, including Australia

[Key concepts: diversity, regional variation, accents, global language; Key processes: mapping, comparing, distinguishing]

(ACLSPU017)



- recognising that Spanish is an important world language spoken in a range of varieties dialects, and variable accents across the Spanish-speaking world, for example, by identifying Spanish-speaking countries or regions on a map of the world
- understanding the nature of the distribution of Spanish speakers across the world, not only in countries where Spanish is an official language but also in other countries such as the United States or the Philippines where the Spanish language and cultures have an important presence



- recognising language variation across the Spanish-speaking world in terms of pronunciation, for example, the different pronunciation of the syllables *ce* and *ci* (*gracias Cecilia*)
- exploring language variation in relation to vocabulary, for example, 'a computer' is *un ordenador* in Spain and *una computadora* in Latin America; 'strawberries' are *fresas* in Spain and *frutillas* in Argentina; 'bus' is *colectivo* in Venezuela, *omnibus* in Peru, *camión* in Mexico and *guagua* in Cuba
- recognising that there is also variation in some grammatical forms, for example, the use of the pronoun *vos* in several countries in Latin America compared to *tú* in Spain; the masculine direct object pronoun *le/lo* in Spain and *lo* in Latin America
- recognising differences between standard varieties of Spanish and varying degrees of language blending and influence, for example, *Spanglish*
- recognising that many Spanish speakers also speak one or more regional and/or local languages, for example, Catalan or Basque

Role of language and culture

Elaborations

Recognise the interconnected relationship between language and culture

[Key concepts: interdependence, perspectives, cultural practices; Key processes: analysing, making connections, explaining]

(ACLSPU018)



- identifying how ways of communicating in Spanish and English differ and how people outside each culture may understand these features differently, for example, attitudes to time reflected in language and social interactions; expressing thanks or appreciation more or less directly
- considering how differences between ways of using language reflect cultural influences, for example, the adoption of varying systems of *apellidos* in different Spanish-speaking communities
- identifying words or expressions that reflect values and ways of thinking about the world in Spanish, English and other languages, for example, the religious and cultural associations of relationships such as *compadrazgo*, names such as *Jesús María*, *Dolores*, *Concepción* and *Asunción*, and expressions such as *la bendición*, *¡Que Dios te bendiga!* and *¡Adiós!*; the connotations of 'mateship' in Australian English; or the significance of Country in Aboriginal culture



- considering how Spanish language and interaction patterns around familiar routines such as mealtimes reflect practices and values associated with family life, food and social relationships, for example, *sobremesa*
- noticing cultural variations in the expression of concepts such as respect or politeness in different languages, for example, the more direct use of imperative forms in Spanish when making a request compared to less direct ways in English (*Dame el libro* versus 'Can you give me the book, please?')

Years 7 and 8 Achievement Standard

By the end of Year 8, students share information about their personal worlds, including personal details, family, friends, leisure activities, likes and dislikes, for example, *Hola amigo, ¿Cómo estás? Me gusta tocar la guitarra, No me gusta comer carne*. They interact with one another in shared activities, negotiations, games and events, using modelled language to ask and respond to familiar questions, give and respond to instructions (for example, *Haz click sobre la imagen del monumento. Escoge la palabra correcta*), request help or permission (for example, *¿Me puede ayudar...?, ¿Cómo se dice... en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya?*), and express opinions (for example, *Creo que... ¡Qué sorpresa!*). When interacting, students approximate Spanish sounds and use intonation to distinguish between statements (for example, *Juan estudia español*), questions (for example, *¿Cómo se dice ...?*), exclamations (for example, *Juan, ¡estudia español!*) and requests (for example, *¿me das un chocolate?*). They obtain factual information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. They describe characters, experiences and ideas using high-frequency vocabulary, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions. When constructing sentences, students apply gender and number agreement to definite and indefinite articles, nouns and adjectives (for example, *la luna clara, los bolsos rojos, un amigo español, unas estudiantes extranjeras*). Students apply grammatical rules in relation to conjugation of verbs (for example, *La bicicleta roja tiene un cesto negro, Tenemos los libros de lectura amarillos*), and use the two verbs for 'to be' (*ser* and *estar*) in modelled examples (for example, *Eres española/Estás en Australia, Soy alto y delgado/Estoy en año 8*). They apply Spanish writing conventions such as inverted question and exclamation marks such as *¡No me digas!* They work in Spanish and English to translate texts, and create simple bilingual texts. They describe their own experiences of using Spanish and explain how aspects of their identity influence their intercultural exchanges.

Students identify and apply rules for pronunciation and grammar and use metalanguage in Spanish to explain basic features of language, texts and grammar, making connections with terms such as 'verb', 'adjective', 'noun' and 'agreement' that are used in English learning, and incorporating concepts such as grammatical gender. They identify the need to adjust language to suit different situations and relationships (for example, *¡Hasta pronto Doña Clara!*). Students describe the distribution of communities of Spanish speakers in different countries and regions and know that Spanish is spoken in a variety of forms in different communities. They identify how languages and cultures change through contact, and give examples of Spanish words used in English such as 'patio', 'chocolate' and words used in Spanish that are borrowed from other languages such as *shopping, tiquet*. They identify cultural aspects of language use that are reflected in everyday interactions such as emailing, text messaging, gift-giving and apologising (for example, *Lo siento mucho Don Pedro*).

Years 9 and 10

The nature of the learners

Students have prior experience of learning Spanish 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 within 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 Spanish may feature in these.

Spanish language learning and use

This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication such as digital and hypermedia, collaborative performance and group discussions. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Learners use Spanish 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 Spanish more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their 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 forms of communication.

Contexts of interaction

Learners use written and spoken Spanish to interact with peers, teachers and other Spanish speakers in immediate and local contexts relating to their own social and educational worlds. They interact with cultural resources and Spanish-speaking communities in a variety of countries through a range of online environments.

Texts and resources

Learners engage with a range of language-learning texts and support materials, such as textbooks, DVDs, apps, media texts and online materials. They also draw increasingly on texts produced for Spanish-speaking communities, such as short stories, songs, poems, newspaper reports, films, video clips, blogs and social media texts.

Features of Spanish language use

Learners recognise and approximate the pronunciation, rhythms and intonation patterns of more extended phrases and compound sentences. They become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use simple tenses (present, imperfect, preterite, future and conditional), and compound tenses conjugated with *haber* (present perfect). They recognise the form and function of pronouns and expand their understanding to include direct and indirect object pronouns.

Learners use expressive and descriptive language to talk about feelings and experiences. They develop understanding of the nature of both translation and interpretation, noticing the relationship between language, texts and culture. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performances and experiences. Tasks involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners analyse text more critically, identifying how language choices reflect perspectives and shape meaning. At this level, learners are developing understanding of the relationship between language, culture and identity. They identify how meaning-making and representation in a different language 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 the learner's ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to consider their own cultural practices through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

This stage of learning involves consolidation and progression. Learners are provided with new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring support these challenges. Students are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in different contexts. They analyse and reflect on texts and intercultural experiences through discussion, documenting and journalling. Continuing focused attention on grammatical and textual features supports learners' development as text producers.

The role of English

Spanish is used in more extended and elaborated ways by both teacher and learners. English may be used for substantive discussion, elaboration, comparison, analysis and reflection.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Socialise and exchange and compare ideas and opinions in relation to issues relevant to their own lives and interests, such as relationships, events and aspirations

[Key concepts: friendship, relationships, values, youth culture; Key processes: interacting, comparing, responding]

(ACLSPC019)



- expressing, comparing and explaining likes, dislikes and preferences, for example, *Me gusta más el baloncesto que el fútbol, Me encanta la historia porque me parece interesante, Nuestro colegio es grandísimo, es el más grande de la ciudad. Lo que más me gusta hacer los fines de semana es chatear con mis amigos*
- corresponding with peers by using telephone/video calls, SMS or social media to build relationships and share views on aspects of young people's lives such as friends, responsibilities, interests and aspirations
- expressing hopes, opinions and ambitions, giving reasons for plans, for example, *Espero aprobar los exámenes, Creo que ..., Pienso (+ infinitive), prefiero ... ¿y tú?, Y vosotros ¿Qué opináis?, Estoy de acuerdo contigo, ¿Estáis de acuerdo?, En el futuro, me gustaría ser ...*
- sharing past experiences and significant events, such as holidays, special events or travel, for example, *En mis vacaciones, primero fuimos a..., después ... Durante la segunda semana ... y entonces ... Fue fenomenal ... Al final ... Y ¿Qué tal tus vacaciones?*
- discussing personal views on topics such as *acoso escolar, ideal de belleza* and *música*, using expressions such as *de ninguna manera...claro que sí...* to link and elaborate ideas

Negotiate with peers to plan and take action on local and global issues and to engage in different forms of spoken, written and digital transactions

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

(ACLSPC020)



- participating in collaborative planning and decision-making, such as arranging an event or campaign to promote awareness of an issue such as recycling, using persuasive and descriptive language in spoken, written and digital modes of presentation, for example, posters, stimulus questions, statistics
- producing action-oriented resources such as websites, posters or online features on issues related to the Spanish-speaking world, incorporating declarative language and argument, for example, *¿Qué creéis que tenemos que hacer para ..., creo que primero deberíamos escribir..., sugiero que terminemos, es evidente que...*
- creating promotional and informative texts to support fundraising activities, such as humanitarian initiatives in Spanish-speaking countries
- planning real or virtual activities such as Spanish-language forums, for example by composing and rehearsing possible contributions or questions

Plan and evaluate collaborative activities and tasks that involve expressing and comparing opinions
[Key concepts: community, responsibility; Key processes: expressing, representing, discussing]

(ACLSPC021)



- using appropriate discussion protocols such as acknowledging others' opinions, responding to others' contributions, and elaborating and extending topics, for example, *Perdona, pero no estoy de acuerdo contigo porque ..., me parece mejor ... ¿qué os/les parece si...?*
- using reflective and evaluative language to discuss the experience of learning and using Spanish and to evaluate resources such as textbooks, websites or electronic dictionaries, for example, *Creo que... porque, Prefiero..., Es más útil que..., Tiene menos ...que, En primer lugar, creo... Ahora creo que..., No estoy de acuerdo*
- participating in class discussion by offering own opinions (*Me parece que...*), eliciting and reflecting on those of others (*¿Qué les parece?*), and agreeing (*¡Qué buena idea!*) or disagreeing (*No me parece una buena idea*)

Informing

Analyse and interpret information, ideas and perspectives obtained from a range of spoken, written and digital texts and present these in new forms
[Key concepts: perspective, representation; Key processes: selecting, analysing, interpreting]

(ACLSPC022)



Elaborations

- analysing and comparing information obtained from different sources on topics of social and cultural interest, such as *el cine latinoamericano contemporáneo, el efecto del turismo en las tortugas de las Islas Galápagos or los refugiados en España*, and summarising and presenting information to peers in conversation or on a shared website
- synthesising and summarising a variety of texts such as announcements, reports, interviews and conversations on topical issues such as *Las corridas de toros* or *La influencia del internet en la música*, classifying and cross-referencing key ideas and associated language for use in own texts
- identifying perspectives and context in texts such as articles and reports by distinguishing between facts and opinion, for example, by identifying the author, intended audience and purpose of a text
- researching and classifying social, historical and cultural aspects of Spanish-speaking communities by gathering information from a range of sources, including personal commentaries by Spanish-speaking peers and adults

Organise and present critical perspectives on information obtained from different sources to a variety of audiences
[Key concepts: audience, perspective, fact, opinion, interconnections; Key processes: constructing, presenting, reporting]

(ACLSPC023)



- researching, presenting and taking a position on questions relating to contemporary topics such as *Los efectos de las redes sociales en la vida de los jóvenes*
- producing a brochure to identify aspects of their city/town/region likely to be of interest to Spanish-speaking visitors of the same age
- presenting a personal or shared perspective on topics such as fashion, music, cinema or social media, using formats such as displays, online posts or oral presentations to provide critical or explanatory commentary
- researching and presenting information about social and environmental issues affecting Spanish-speaking regions of the world, for example, *consecuencias de la deforestación en el Amazonas*



Creating

Elaborations

Respond to a range of imaginative oral, print and digital texts by interpreting or modifying them to express own ideas and feelings

[Key concept: imagination; Key processes: comparing, connecting, relating]

(ACLSPC024)



- using examples of popular rap forms to create and perform versions that express their own feelings and values
- expressing individual responses to imaginative and expressive multimedia texts, including performance and visual arts, using modelled and scaffolded language, for example, *demasiado triste, ¡tan cómico!, horrible, era muy entretenido porque ..., me fascina la manera de ..., me encantó cuando ...fue trágico el final de ..., para mí las imágenes representan..., personalmente prefiero...*
- engaging with rhythm, intonation and imagery to create mood and meaning in own poems, songs or performances, experimenting with language, voice and gesture to create specific effects
- responding to imaginative texts by modifying key elements, for example, incorporating a new character or event, creating a different mood, parodying an advertisement or devising a new ending to a story

Express creative ideas and imagined experiences that relate to the cultures of Spanish-speaking communities using a variety of texts

[Key concepts: creativity, adventure, expression; Key processes: creating, expressing, experimenting, entertaining]

(ACLSPC025)



- reinterpreting familiar stories or fictional characters, referencing cultural characteristics while creating new situations or different effects, for example, incorporating alternative text into popular cartoons such as *Mafalda*
- composing adapted or simplified versions of classic stories such as *Caperucita Verde* or *Los doce enanos* for a younger audience
- composing performance texts such as skits, raps or poems to amuse, entertain and engage other learners of Spanish
- creating a video clip or digital story involving imaginary persona or avatar in a Spanish-speaking fantasy world, incorporating communicative styles and behaviours observed in texts from Spanish-speaking contexts

Translating

Elaborations

Translate texts from Spanish into English and vice versa, noticing and explaining words or expressions that are culturally specific and difficult to translate
[Key concepts: equivalence, representation; Key processes: translating, interpreting, comparing, explaining]

(ACLSPC026)



- analysing Spanish translations of familiar English-language texts, identifying aspects that got 'lost in translation', for example, comparing the English subtitles of a movie dubbed in Spanish with the original English speaking version
- translating texts such as signs, product instructions, notices or advertisements, comparing versions and considering how to convey culturally embedded references and concepts
- evaluating the effectiveness of electronic translators, for example, by doing a back translation of a well-known text
- identifying challenges associated with the translation of simple texts such as short letters or conversations, deciding whether different information is required in the translated version, for example, deciding if 'you' should become *tú*, *usted* or *vosotros*, depending on the social relationship being conveyed in the letter or exchange

Create bilingual texts such as displays, explanatory or promotional material or performances for immediate and virtual environments
[Key concepts: interpretation, bilinguality; Key processes: constructing, composing, explaining]

(ACLSPC027)



- providing bilingual captions that represent cultural elements or references to accompany images from the Spanish-speaking world or from regional Australia, for example, los nazarenos en las procesiones de Semana Santa, el sombrero mexicano y el sombrero de los corchos australiano, el 'vegemite' y las tortillas españolas, el canguro y el cóndor, el rodeo y los toros, bailes y ceremonias indígenas
- producing bilingual instructional or explanatory texts such as glossaries, for example to explain the rules of Australian games, activities or sports, such as cricket, netball, Australian Rules football, bushwalking or surf lifesaving
- creating and contributing to a shared online bilingual word bank of Spanish and English colloquial and idiomatic words that are difficult to translate, for example, *comadre*, *compadre*, *qué metida de pata*, 'schoolies', 'School of the Air', 'sickie'
- performing a virtual guided tour for intending exchange students, including dramatisations of potential miscommunication between Spanish and English speakers

Reflecting

Elaborations

Consider own reactions when engaging with Spanish speakers and resources and how these may reflect aspects of own language and culture

[Key concepts: standpoints, intraculturality; Key processes: making connections, questioning assumptions, reflecting]

(ACLSPC028)



- keeping a record such as a journal, log or online posting of critical incidents and observations in the course of intercultural language learning, such as breakdowns or breakthroughs in communication, and considering why or how they occurred and were repaired
- finding examples of how language reflects cultural concepts and values across the Spanish-speaking world, for example, religious references in sayings such as *Al que madruga Dios le ayuda*, *Bendito sea ... Adiós*; and changes to language forms that reflect changes in social values, such as the adoption of some feminine forms of professional titles (*La doctora/el doctor*, *la abogada/el abogado*, *la jefa/el jefe*)
- recognising differences in the nature and function of some elements of communication in Spanish compared to English, for example, the enjoyment of debate, disagreement and argument as social rather than confrontational activities, or greater directness in exchanges such as making requests using the direct imperative form
- discussing how intercultural communication involves being flexible, responsive and open to differences in ways of communicating views or emotions, for example, the less explicit expression of appreciation or thanks in Spanish, variation in attitudes to time

Consider and discuss the relationship between language, culture and identity

[Key concepts: identity, culture, communication; Key processes: observing, connecting, reflecting, explaining]

(ACLSPC029)



- reflecting on own sense of identity, considering whether it is fixed or fluid, for example, whether they communicate and present themselves in different ways, in different contexts or with different people
- examining how identity is expressed through language, with reference to languages spoken by themselves, their peers, family or community members
- composing a 'cultural ID profile' to share online with Spanish-speaking friends, making decisions about what points of information will be of most interest
- monitoring own ways of communicating and expressing their sense of identity in different contexts and interactions, including when using Spanish, noticing whether they have a different sense of themselves when using a different language
- critically examining the impact of cultural stereotypes and expectations in relation to cultural identity and intercultural communication, for example, by reflecting on changes in perceptions of or attitudes towards other languages and cultures as a result of learning Spanish

Understanding

Systems of language

Elaborations

Recognise and apply rules of Spanish pronunciation, stress and intonation, demonstrating awareness of differences in accent and pronunciation across the Spanish-speaking world, and use appropriate writing conventions

[Key concepts: rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, reproducing]

(ACLSPU030)



- recognising the importance of appropriate stress, pronunciation and spelling for meaning-making, for example, *estudio* versus *estudió*
 - understanding variation in pronunciation across the Spanish-speaking world, for example, the pronunciation of *ce* and *ci* in different regions (*ceceo* or *seseo*) for example in the words *gracias*, *Cecilia*, and the soft *sh* pronunciation of the letters *ll* and *y* in Argentine Spanish (*calle/cashe*)
 - adapting the tone, intonation and rhythm of language to their own expressive needs and to the nature of the interaction, for example, calming a child or attracting attention
 - using the Spanish alphabet to spell out names or expressions, noticing similarities and differences to English and using correct terminology for accents and marks (*tilde*, *acento*, *diéresis*)
 - listening to and reciting texts such as poems, stories or song lyrics to familiarise themselves with the rhythm and musicality of the language, for example, *Proverbios y cantares de Antonio Machado*, *Guantanamera de José Martí*
-

Extend knowledge of and use more complex features and patterns of the Spanish grammatical system, including possessive, demonstrative, object and relative pronouns; comparative and superlative adjectives; irregular verbs in the present tense, compound and simple past tenses, future and conditional tenses; and an introduction to the imperative mood
[Key concepts: tense, mood, modality; Key processes: analysing, classifying, applying, explaining]

(ACLSPU031)



- understanding and using definite and indefinite articles, including omission and gender-change cases, for example, *me gusta mucho el cuadro del salón, me gusta mucho un cuadro del salón, ¿tienen cuadros de paisajes?, el agua está fría*
- understanding and using *indefinite adjectives and pronouns* such as *alguno/a/os/as, ninguno/a/os/as, otros/as, todos/as, alguien, nadie, nada, algo, todo*, noticing the constructions with a double negative, for example, *No hay nadie en clase, no tenemos nada*
- using collective nouns such as *gente* and *familia*, and noticing the use of singular verbs, for example, *la gente en Australia pasa mucho tiempo al aire libre, mi familia tiene una casa en la playa*
- noticing the differences in meaning when the adjective precedes the noun, for example, *un pobre hombre/un hombre pobre*
- expressing comparisons using comparatives and superlatives, including some irregular forms, for example, *mejor que ..., peor que ..., el mayor, el menor, más ... que, menos ... que, el más ..., ...ísimo/a, tan ... como*
- understanding and using possessive and demonstrative pronouns (*aquel es el tuyo, este es el mío*) and the use of neutral demonstratives (*¿qué es esto?, me gustó aquello que dijo*)
- understanding the form and function of personal object pronouns, and differentiating between direct and indirect objects in the third person, for example, *me, te, lo, la/le, nos, os, los, las/les*
- understanding the function and use of relative pronouns, for example, *que, el/la/los/las que, quien/es, el/la cual, los/las cuales, donde*
- understanding and using the different past tense forms for regular and irregular verbs (*pretérito perfecto, pretérito indefinido and pretérito imperfecto*), and comparing the uses with English past tense forms, for example, *hemos estudiado los tiempos pasados, Marcos nació en Filipinas, ayer mi amigo estaba contento*
- using appropriate temporal markers, for example, *hace ..., desde hace ..., durante ..., en 2011 ..., esta mañana ..., cuando era pequeño ..., desde ... hasta..., ayer ...*
- understanding and using the future and conditional tenses of regular and irregular verbs, for example, *mañana iremos de excursión al zoo, me gustaría visitar México, saldría con vosotros pero tengo tarea*
- using some set expressions that require the use of the present subjunctive, for example, *¡que aproveche! ¡que te mejores! espero que estés bien*
- expressing agreement, disagreement and opinions using adverbs and expressions such as *Yo también ..., yo tampoco ..., a mí sí ..., a mí no ...*
- indicating rules and giving instructions using expressions such as *hay que ..., se puede/no se puede ..., and tener que + infinitive*, and regular imperative affirmative forms, for example, *cantad conmigo, pase el dado, toma mi*

bolígrafo, abran las ventanas, repita más despacio

- understanding the function of impersonal expressions such as *se necesita ...*, *se habla ...*, *se dice ...*, *se puede ...*
- using cohesive devices to link elements of complex sentences, for example, *por lo tanto, además, sin embargo, al contrario de, de la misma manera*
- expanding the use of prepositions such as *por, para, con, sin, contra, hacia* to provide more detail or information
- understanding how to form adverbs from adjectives, for example, *normalmente, seguramente, probablemente*
- understanding and using an increasing range of prefixes and suffixes (*anónimo, antibiótico, despeinado, supermercado, claustrofobia, lavadora, navideño, hermanito*) and building lexical families (*árbol, arbolito, arboleda, arbusto, arborícola, arbóreo, arboricultura, enarbolar*)
- developing awareness of the presence of 'false friends' in Spanish and English, for example, *actualmente / currently, realizar / carry out, embarazada / pregnant, constipado / a cold*
- developing metalanguage to talk in Spanish about elements such as sentence structure (*sujeto, verbo, objeto*), verb tenses (*pretérito, futuro, tiempo compuesto, participio pasado*) and other linguistic features (*sinónimo, concordancia, párrafo*)

Analyse textual features of spoken, written and digital texts and consider how they shape meaning and influence responses

[Key concepts: cohesion, language features, register, tenor;
Key processes: analysing, evaluating]

(ACLSPU032)



- comparing language features of Spanish and English versions of different types of texts, such as riddles, weather reports, text messages or horoscopes, noting differences that may be culturally significant
- examining language structures and features used for specific communicative effect, such as to persuade, amuse, sympathise, challenge, include or exclude
- understanding textual elements that provide coherence at a whole text level, such as cohesive devices (*sin, aunque, debido a, según, por otro lado*), linked paragraphs, introductions and summaries, and sequencing of ideas

Language variation and change

Elaborations

Recognise that Spanish is used in a variety of ways to achieve different purposes in different contexts

[Key concepts: formality, register, context; Key processes: observing, comparing, analysing]

(ACLSPU033)



- identifying levels of formality in spoken and written texts, and considering what these convey about social relationships and processes, for example, reflections of status, authority, respect or intimacy (*Disculpe, ¿podría decirme ..., Perdone que le interrumpa, ... Me gustaría invitarte a mi boda, ¡oye tío, he conocido a una tía guay!, eres el amor de mi vida*)
- comparing spoken and written forms of familiar types of texts and language functions, for example, verbal and written apologies or oral storytelling and written reports, noticing differences in grammatical, expressive and textual features
- recognising that language is used differently to achieve different purposes, for example, the use of contractions, emoticons and acronyms in text messages for the purposes of speed and economy; and the use of slang, specialised or inclusive language to establish shared interest or identity
- recognising how grammatical and vocabulary choices shade meaning and establish register, for example, the use of formal or informal pronouns (*usted, ustedes/ tú, vosotros/as*), the use of forms of address (*don Juan, doña Pepa, señor Martínez, señoras y señores, damas y caballeros, Pedro y Sonia*) and the use of abbreviations and slang (*mi cole es guay*)

Examine ongoing changes in Spanish as a language of local and international communication, considering the power of language to both influence and reflect culture

[Key concepts: globalisation, technological change, intercultural contact, popular culture; Key processes: reflecting, analysing, comparing, discussing]

(ACLSPU034)



- identifying Spanish words borrowed from different languages across time and through political, historical and social changes, for example, words of Arabic origin that start with the prefix *al-*, such as *almanaque, alcachofa, algodón, álgebra* and *alcohol*, and some common interjections also derived from Arabic, such as *¡hola!, ¡ojalá!, ¡olé!*
 - identifying the movement of language elements across and between times and contexts, such as words from indigenous languages adopted into Spanish and then exported to other languages, for example, words of Náhuatl origin such as *aguacate, chocolate, cacao, chile, chicle* and *guacamole*
 - noticing components of Spanish language that reflect particular cultural histories and influences, such as technological and scientific terms derived from classical Latin and Greek, for example, *continente, vegetación, bacteria, biología, protocolo* and *mecánico*
 - reflecting on the power of language in terms of their own experience, for example, by identifying comments from friends, teachers or public figures that have influenced or affected them
 - understanding the power of language to influence people's actions and beliefs, such as the language of persuasion in political speeches or community appeals, for example, *puede hacer su donación a la..., ofrezca tu tiempo voluntariamente después del terremoto en Chile*
-

Understand how language diversity reflects local and global variations in social and cultural histories

[Key concepts: regional variation, indigenous languages, power, symbolism; Key processes: exploring issues, identifying, analysing, comparing]

(ACLSPU035)



- recognising that in many Spanish-speaking countries other languages are co-official with Spanish, such as Guaraní in Paraguay, Catalan, Galician and Basque/Euskera in Spain, and Quiché in Guatemala, and investigating the history and issues surrounding such relationships between languages
- investigating the status and function of indigenous languages in Spanish-speaking countries, considering issues such as language rights, language death, and revival and reclamation efforts, and drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia



- exploring the influence of Latin-American popular culture in the United States and the rest of the world, for example, cinema, music and TV channels, *telenovelas*, sport
- considering how the process of moving between standard/national languages and regional languages such as Catalan or Basque reflects personal, social and political histories

Role of language and culture

Understand the role of language and culture in shaping cultural identity and consider how learning a second language encourages a broadening of perspectives

[Key concepts: culture, meaning, change; Key processes: reflecting, analysing]

(ACLSPU036)



Elaborations

- participating in guided discussion and reflection on the nature and role of 'culture' and its relationship with language, noting any shifts in own attitudes or understandings about culture, identity and diversity as a consequence of learning and using Spanish
- talking with bilingual speakers about the experience of using more than one language, for example, by asking questions such as: 'Do you identify more strongly with one language? Do you express yourself differently in each language? Do you feel like the same "you" when speaking each language?'
- discussing ways in which learning a different language can lead to new ways of thinking or interpreting experience, for example, by providing different perspectives on the experience of younger or older people or in relation to family roles and relationships
- developing language for thinking and talking about cultural representation and expression, for example, terms such as 'perspectives', 'values', 'images', 'stereotypes', 'inclusions' and 'exclusions'
- critically analysing texts such as advertisements, brochures, catalogues, graffiti and websites in Spanish that show different representations of culture, reflecting on language use, images and symbols

Years 9 and 10 Achievement Standard

By the end of Year 10, students interact in written and spoken Spanish to communicate about personal experiences, relationships and aspirations, and broader local and global issues such as the environment, social media and tourism, including issues that pertain to Spanish-speaking countries. Learners interact with peers to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language and appropriate protocols (for example, *Perdona, pero no estoy de acuerdo contigo porque ..., me parece mejor ... ¿qué os parece si...?*) to express and compare opinions, share perspectives, and express agreement or disagreement (for example, *Me parece que..., ¿qué les parece?, Que buena idea, me opongo*). They apply rules of pronunciation, stress and intonation to a range of sentence types. They locate, summarise and analyse information from a range of texts, and communicate different perspectives and information in a range of contexts using different modes of presentation. They respond to and create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions. They use grammatical elements including present, imperfect, past and future tenses, reflexive verbs, and the subjunctive mood to express emotion (for example, *Como chocolate todos los días, Fui al parque ayer, Salíamos a bailar los fines de semana, Estudiaré informática en la universidad*). They use appropriate forms of possessive adjectives in own language production, as well as cohesive devices and prepositions to create cohesion and interest. They use relative pronouns (for example, *El programa que miraba era cómico*), relative clauses (for example, *Mi amigo chileno me ha dicho que quiere venir con nosotras al cine*) and adverbial phrases (for example, *a la derecha, con frecuencia*) to extend and elaborate their written texts. They work in Spanish and English to translate and create bilingual texts, explaining words or expressions that are culturally specific such as *tapas, adobe, vaquero, Vive en el quinto pino, ... más largo que un día sin pan*. They describe their own reactions in intercultural exchanges and explain how their own assumptions and identity influence their language use.

Students identify differences in accent and pronunciation across the Spanish-speaking world, such as the use *ceceo* and *seseo* in different regions and countries. They use metalanguage to explain features of language (formal and informal language) and grammar (for example, *las formas negativas, el futuro próximo con el verbo ir, masculino, femenino, singular, plural*), and for reflecting on the experience of Spanish language and culture learning. They identify relationships between parts of words (prefixes and suffixes) and stems of words (for example, *desagradable, la camioneta, la reconciliación*), and how word patterns connect words in semantic families (for example, *mercado, mercancía, feliz, felicidad, felicitaciones*). They analyse the textual features of a range of texts in different modes and identify how these shape responses and influence meaning. They give examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences. Students describe changes in the role of Spanish as a global language and explain how language both influences and reflects culture. They know that Spanish is co-official with many other languages in a range of countries, such as Guaraní in Paraguay; Quechua in Bolivia, Ecuador and Peru; and Basque/Euskera, Catalan and Galician in Spain. They explain how meanings and interpretations vary according to the cultural assumptions that people bring to interactions, and consider how learning a second language provides the opportunity to view oneself from the perspectives of others.

The Australian Curriculum Languages - Turkish

Overview

Context statement

The place of the Turkish language and culture in Australia and the world

Turkish is the official language of the Republic of Turkey and one of the official languages of Cyprus.

It originated many centuries ago in the Northern Siberian Altay Mountain Range. Nomadic people brought the language with them as they expanded out to Turkmenistan, Uzbekistan, Azerbaijan, Kazakhstan and a number of other countries. Today, Turkish is the most commonly spoken Turkic language worldwide.

The first written records of the Turkish language date back about 1,300 years, and originate from central Asia. Turkish is also called Istanbul Turkish or Anatolian Turkish. As the language was developing, it was influenced by the language spoken during the Ottoman Empire. Eventually, in 1928, the Ottoman alphabet was replaced by the Latin alphabet by the founder of the Republic of Turkey, Mustafa Kemal Atatürk. The new alphabet made reading and writing of the language easier and resulted in significant increases in literacy levels in Turkey. The Turkish Language Association, founded in 1932, worked to reform the language and to officially standardise it among Turkish speakers. In the process, many loan words from other languages were removed and many old Turkish words that had not been used for centuries were reintroduced.

Turkish Cypriot migration to Australia began in the late 1940s, the first migrants coming for work opportunities. Numbers grew from 1963 onwards as a result of the conflict in Cyprus. Larger scale migration from Turkey began once a bilateral agreement was signed in 1967 between the Turkish and Australian governments. Migration from Turkey continued in the 1980s, involving family reunion programs and an increase in general skilled and educational migration. While more than half of the migrant population settled in Victoria, mostly in Melbourne, significant numbers also settled in Sydney, New South Wales (NSW), and smaller numbers in other states and territories. Turkish is a strong community language in many major Australian cities and in regional centres, such as Mildura and Shepparton in Victoria.

According to the Australian Census, in 2011 there were 59,624 Turkish speakers in Australia. The Turkish-speaking community in Australia includes people from Turkey, Cyprus, Bulgaria, Western Thrace and smaller groups from other Turkic backgrounds.

The campaign of the Gallipoli Peninsula during World War I laid the foundations of what later developed as strong, steadily growing Australian–Turkish connections. Tens of thousands of Australians, including Turkish Australians, visit Gallipoli each year to pay tribute and to gain understanding of shared Australian–Turkish history. The two countries enjoy strong contemporary connections, characterised by productive and steadily developing economic and bilateral trade relationships, cultural exchange and consular cooperation.

The place of the Turkish language in Australian education

Turkish has been taught in Australian schools since the 1950s. Originally offered by community-based organisations, it became part of the mainstream school curriculum in Victoria and NSW in the early 1970s.

Enrolments in Turkish language classes in some government and non-government schools and in community language school programs in Victoria and NSW have increased in recent years. Some students from non-Turkish backgrounds now learn Turkish as a second language in school, and community-based organisations such as the Council of Adult Education offer Turkish language classes for adult learners wishing to develop their language skills in particular domains of Turkish language use.

The nature of Turkish language learning

Turkish is a phonetic language with 29 letters derived from the Latin alphabet. Each letter represents only one sound. The decoding of Turkish words is assisted by a familiarity with English or other languages that use the Latin alphabet. Learning Turkish is also aided by the regularity of the grammatical system and the agglutinated nature of the language (that is, the addition of suffixes to root words regulates grammatical elements and generates new words and meanings, for example, the root word *gör* (see) becomes *görmek* (to see) and *gördüm* (I saw)).

While Turkish uses the same Latin alphabet as English, the pronunciation of some letters differs significantly. The use of diacritics on some letters represents an extra complexity. While the grammatical system is comparatively regular, there are differences between it and languages spoken by some learners, for example, the lack of gender forms and articles such as 'the' in English. The Turkish word order is subject + object + verb; however, this may change in spoken language or when there is variation in required emphasis or meaning, as when the word that is emphasised in terms of meaning is placed closest to the verb.

The diversity of learners of Turkish

The Australian Curriculum: Languages, Foundation – Year 10 (F–10) for Turkish is pitched to background learners, the dominant cohort of learners in the current Australian context for whom Turkish is a background but not necessarily the first language. Some students speak Turkish at home and have strong connections to mainland Turkey, Cyprus and Turkic countries; others are second- or third-generation Turkish Australians, with varying degrees of knowledge of Turkish language and culture; others are members of bicultural families, who may use some Turkish at home.

Small numbers of students from other language backgrounds may be studying Turkish in schools. For such learners, Turkish will represent similar challenges to those which frame their experience of learning English as their language of schooling. Teachers will use the Turkish F–10 curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences for these students.

The Australian Curriculum: Languages – Turkish has been developed according to two learning sequences: Foundation – Year 10, and Years 7–10 (Year 7 entry). Teachers will use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences for these students.

The intercultural language learning orientation of the curriculum explores the cultural dimension that shapes and is shaped by languages. Background language learners of Turkish already have lived experience of this relationship, 'living between' Turkish and English in the Australian context. The curriculum gives students opportunities for analysis, explicit focus and reflection on this lived experience and further opportunities to participate in intercultural experiences, to extend their ways of perceiving and being in the world, and to understand themselves as culturally, biculturally and interculturally situated.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Turkish are available as PDF documents.

Languages - Turkish: Sequence of content

Languages - Turkish: Sequence of Achievement - F-10 Sequence

Languages - Turkish: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum Languages - Turkish Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Children in this pathway enter the early years of schooling with established oracy skills in Turkish, English and sometimes other languages or dialects. There will be variation in terms of proficiency in Turkish depending on variables such as home language environment, generational language shift and parental cultural and linguistic background. Children will have varying degrees of literacy capability in both/either Turkish and/or English, and share the experience of belonging to worlds in which languages play a key role. Cognitive and social development at this stage is exploratory and egocentric. The curriculum builds on children's interests, sense of enjoyment and curiosity, with an emphasis on active learning and confidence building. Turkish is learnt in parallel with English language and literacy, which for some children will be being learned as a second or additional language. Learning in the two areas differs significantly but each supports and enriches the other.

Turkish language learning and use

Rich language input characterises the first stages of learning. Children are familiar with the sounds and patterns of Turkish and their fluency and accuracy is further developed through activities such as rhymes, songs, clapping and action games. Children identify and use high-frequency sentences and phrases, and recognise the purpose and intention of simple texts. They use culturally appropriate non-verbal strategies, and produce statements and expressions in response to prompts and cues. They are supported to use Turkish for different language functions, such as asking and responding to questions, expressing wishes, responding to directions, and taking turns in games and simple shared learning activities. They notice differences between the languages they know and use, and differences in how they communicate in some situations when using Turkish or English. Creative play provides opportunities for exploring these differences and for using Turkish for purposeful interaction in some less familiar contexts.

Contexts of interaction

Children interact with one another and the teacher, with some access to wider school and community members. Information and communications technology (ICT) resources provide additional access to Turkish language and cultural experience, connecting children's social worlds with those of Turkish-speaking children in communities other than their own. Turkish is the dominant language used in classroom interactions, routines and activities, supported by the use of English when required. The early stage of language and literacy development is supported by use of concrete materials and resources, gestures and body language. Play and imaginative activities, games, music, movement and familiar routines provide essential scaffolding and context for language development.

Texts and resources

Children engage with a variety of spoken, visual, written and digital texts. They listen and respond to teacher talk, share ideas and join in songs, rhymes, stories and chants, and various forms of play and conversational exchanges. Written and digital texts include stories, shared Big Books, walls charts and teacher-generated materials, such as games, labels, captions and flashcards.

Features of Turkish language use

Children’s familiarity with the spoken form of Turkish supports their introduction to the written form of the language. They become familiar with the Turkish alphabet and writing conventions, and are introduced to the sound–letter correspondence of the 21 consonants and eight vowels that make up the alphabet. Writing skills progress from labelling and copying high-frequency words to co-constructing simple texts using familiar vocabulary, language features and structures such as subject–object–verb word order. They apply this order to simple statements, imperatives and questions such as **Ali gel. Ali okula gel. Ali okula geldi. Ali okula geldi mi?** They learn to describe things, such as colour, **mavi**, size, **büyük/küçük**, and shape, **üçgen**, and recognise that adjectives come before nouns. They use cardinal numbers such as **bir-yüz** and ordinal numbers such as **birinci, ikinci**, and use the ending **-ler/-lar** to express plurality with countable nouns such as **çocuklar, ördekler**. They form affirmative and negative responses, such as **evet, hayır, değil, doğru, yanlış**, and use simple suffixes and subject and possessive pronouns, for example, **ben/benim, sen/senin, o/onun** and **evim/evimiz, evin/eviniz, evi/evleri**. They describe actions using simple verbs, such as **otur, kalk, elini kaldır, koş, yürü, gel, git, oku, yaz**. As children learn to adjust language to suit different purposes and situations, they begin to understand how culture shapes language use. They are supported to talk about differences and similarities they notice between Turkish, English and other languages they know, and also between cultural behaviours and ways of communicating. They talk about how they feel when they use different languages, and how they view different languages and the people who use them. This introduction to the **meta-** dimension of intercultural learning develops the ability to ‘decentre’, to consider different perspectives and ways of being, and to become aware of themselves as communicators and cultural participants.

Level of support

Learning is supported via the provision of experiences which are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement.

The role of English

While learners are encouraged to use Turkish whenever possible, English is used, when appropriate, for discussion, comparison, reflection and explanations. Mixing the two languages is common at this level and reflects children’s experience in their home communities.

Foundation to Year 2 Content Descriptions

Communicating	
Socialising	Elaborations

Interact with the teacher and with peers to exchange greetings and share information about themselves, noticing ways of using language that are similar or different at home and at school

[Key concepts: self, family, home; Key processes: interacting, greeting, describing]

(ACLTUC001)



- using simple greetings relevant to the time of day, context or relationship to the person, for example, *Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk!*, noticing any differences between how they greet their teachers, family members and friends, for example, *Merhaba Ayşe! Nasılsın? Günaydın öğretmenim! Siz nasılsınız?*
- using appropriate gestures and actions when greeting different people, for example, shaking hands, kissing hands of elders and kissing people on both cheeks
- introducing and describing themselves and others, for example, *Adın ne? Benim adım ..., Senin adın ne? Bu benim babam. Babamın adı Aydın*
- describing familiar items, such as pets or favourite toys, and experiences that are important to them, for example, *Benim bir köpeğim var. Onun adı Minnoş. Benim en sevdiğim oyuncak... Bugün benim doğum günüm.*
- using everyday social exchanges, such as thanking someone, *Teşekkür ederim*; apologising, *Özür dilerim*; or offering wishes for particular occasions such as *Doğum günün kutlu olsun! Bayramınız kutlu olsun! Afiyet olsun! Geçmiş olsun! Tebrik ederim!*
- comparing their likes and dislikes, for example, *Ben çileği çok severim. Ben elmayı hiç sevmem*

Participate in guided activities such as songs, games, tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning-making

[Key concepts: play, performance, action learning; Key processes: participating, playing, describing]

(ACLTUC002)



- participating in activities that involve taking turns, making choices or swapping items, such as games used to reinforce number and memory skills, for example, *Jale sıra sende. Şimdi benim sıram. Bu benim. Bu senin. Bu Deniz'in. Kaç top var?*
- participating in songs, poems and chants, such as counting or rhyming games, singing and performing actions, for example, *Mini mini bir kuş donmuştu, Çan çan çikolata, Sağ elimde beş parmak, Kutu kutu pense, El ele verin çocuklar*
- participating in tasks that involve exchanging objects and classifying attributes such as shapes, colours and numbers, using simple question forms and affirmative/negative responses, for example, *Ben kırmızı karelerle çatı yapacağım. Yeşil dairelerle ağaç yapalım. Ben sarı üçgenleri istemiyorum. Sende pembe dikdörtgen var mı? Hayır, yok. Mavi var*
- creating and describing pictures or crafted items, for example, *Pamuktan kardan adam yapalım. Düğmelerden göz yapalım. Burnuna turuncu çubuk koyalım.*
- following instructions by moving around or by locating or moving objects in the classroom, for example, *Kurşun kalemi masanın üstüne koy. Pencerenin yanındaki sandalyeye otur. Resmi arkadaki duvara as.*

Recognise and respond to familiar classroom routines, such as the opening and closing of lessons, transition activities, following instructions and taking turns

[Key concepts: routines, directions, interactions; Key processes: responding, requesting, participating]

(ACLTUC003)



- participating in class routines, such as calling the roll, exchanging greetings and stating the day and date, for example, *Günaydın çocuklar! Nasılsınız? Ayşe! Buradayım öğretmenim! Bugün 18 Ekim 2015, Cuma*
- responding to instructions through actions, gestures and verbal responses such as *Ayağa kalkın!, Oturun! Konuşmak için elinizi kaldırın! Sıraya girin! Defterlerinizi açın. Tabletlerinizin ekranını açın*
- asking for help, information or permission, for example, *Bana yardım eder misin, lütfen? Ben bunu anlamadım. Ben de oynayabilir miyim?* and responding to directions such as *İkişerli gruplara ayrılın. Biz ikimiz bir grupta olalım. Yerlerinize oturun. El ele tutuşun. Daire şeklinde durun. Şapkalarınızı giymeyi unutmayın. Teneffüse çıkabilirsiniz*
- participating in *Bayrak töreni*, the routine singing of national anthems and the recitation of *Andımız*, taking turns to lead

Informing

Locate key phrases and points of information in simple texts such as messages, announcements, charts, lists or illustrated reference materials, and use the information to complete guided oral and written tasks

[Key concepts: information, meaning, context; Key processes: identifying, matching, creating]

(ACLTUC004)



Elaborations

- demonstrating comprehension of individual words, phrases and sentences in simple spoken, written and digital texts, for example, by labelling, drawing, miming or onscreen pointing, clicking or dragging
- locating specific details about places, events or objects featured in picture books, charts or posters, for example, by responding to questions such as, *Masadaki kişiler kimler? Nerede yaşıyorlar? Neyi kutluyorlar? Bu masal bize ne anlatmak istiyor?*
- matching items from picture dictionaries or word lists to vocabulary sets associated with particular categories, such as people, animals or food groups, for example, *meyveler, sebzeler, evcil hayvanlar, çiftlik hayvanları, vahşi hayvanlar*
- collecting information from texts such as charts, calendars, posters, timetables or tuckshop menus to create their own resources, such as lists of favourite lessons, colours, animals or food
- listening to spoken texts such as class and school announcements or recorded phone messages, identifying key words and facts, such as names, places, numbers or times

Convey factual information about themselves, their family, friends and experiences using simple phrases, gestures and support materials

[Key concepts: family, community, interests; Key processes: presenting, describing]

(ACLTUC005)



- using a family album to talk about their extended family and community, for example, *Bu benim dedem. O bizimle yaşıyor. Dedem bana her gece kitap okur ... Bu bizim Türk bakkalı. Oradan simit alınız*
- contributing to shared recounts of events, such as excursions, sports days or community celebrations, for example, *23 Nisan Ulusal Egemenlik ve Çocuk Bayramı. Hayvanat bahçesine gezi*
- presenting information about their backgrounds and interests in 'Show and Tell', for example, *Bugün ben en sevdiğim oyuncağı tanıtacağım, Aile fotoğrafını tanıt, Odanı tanıt*
- conveying basic information about a particular experience, for example, *Kuzenlerimle mangal yapıyoruz, using drawings with captions containing key words and simple phrases*
- working in pairs to gather and then present information about their partner to the larger group, for example, *Defne yüzmeyi çok sever. Her pazar havuza gider. O sporu çok sever.*

Creating

Elaborations

Listen to, view and participate in readings of stories, rhymes or action songs, and respond through singing, drawing, gesture and action

[Key concepts: story, imagination, response; Key processes: participating, responding, performing; Key text types: story, puppetry, rhyme]

(ACLTUC006)



- participating in shared readings of Turkish versions of familiar stories, such as *Kırmızı Başlıklı Kız* (Little Red Riding Hood) or *Aç Tırtıl* (The Very Hungry Caterpillar), *Çirkin Ördek Yavrusu* (The Ugly Duckling), *Kül Kedisi* (Cinderella) *Pinokyo* (Pinocchio), comparing with English versions and re-enacting favourite elements with puppets, props or actions
- responding to stories such as *Arı Maya*, rhymes such as *Komşu komşu hu hu* and songs such as *Küçük Kurbağa*, *Ali Baba'nın Çiftliği*, through actions, drawings and simple statements and expressions
- viewing scenes of the shadow puppet play *Karagöz ve Hacivat*, repeating key words and expressions and drawing and describing the characters, for example, *Hacivat akıllı, bilgili ve kurnaz birisidir. Hacivat'ın sivri sakalı vardır. Karagöz bilgisiz ve komik birisidir. Karagöz top sakallıdır*
- performing rhymes, tongue twisters, poems and songs that use repetition, gestures, mime and finger puppet play to support language development, for example, *Ben bir küçük insanım, Hem aklım var hem canım ... Portakalı Soydum, O piti piti karamela sepeti!*
- building vocabulary skills and developing appreciation of language by participating in shared readings of simple stories that use repetition and recycling of phrases or actions, such as *Cin Ali*, *Keloğlan*
- performing marching songs, for example, *Türk Çocukları, Sol sağ sol sağ yarın bayram olsa, Hoş gelişler ola, Dağ başını duman almış*
- viewing children's TV programs, such as *Sevimli Dostlar*, *Pepe*, *Biz İkimiz*, *Niloya*, and responding by singing, chanting, mimicking and acting out favourite moments

Express imaginative experience in stories, songs, rhymes and puppet performances using sound patterns, familiar language and non-verbal forms of expression

[Key concepts: character, rhythm, imagination; Key processes: composing, performing, presenting; Key text types: story, songs, rhymes]

(ACLTUC007)



- creating and drawing/captioning new situations or settings for popular characters from texts such as the *Keloğlan* stories in print and digital forms
- composing and performing their own simple rhymes and action songs that build on familiar language and content and use non-verbal forms of support, such as clapping, gestures and facial expressions
- composing original short stories by matching and sequencing a series of pictures with captions or by creating a story board with labels using modelled language
- creating and presenting their own Big Books or digital texts based on selected characters or elements of favourite texts

Translating

Elaborations

Explain in English the meaning of everyday Turkish words, phrases and gestures, noticing which are similar or different to equivalent words in English or other known languages

[Key concepts: translation, meaning, similarity, difference; Key processes: noticing, translating, comparing, explaining]

(ACLTUC008)



- translating simple words and expressions related to 'Things I do everyday', using matching word cards, pictures, large print dictionaries, word lists and labels, noticing words that are similar in the two languages, such as *televizyon, radyo, yogurt, tren, taksi*
- explaining the English meaning of Turkish words and phrases used for greetings, apologies and appreciations, such as *hoş geldiniz, hoş bulduk, geçmiş olsun, merhaba, hoşça kal, günaydın, iyi günler, iyi akşamlar, iyi geceler*, and discussing how and when they are used
- comparing and contrasting the meaning and sounds of key words and expressions that feature in Turkish and English versions of popular children's rhymes, games and songs, such as 'Old MacDonald' and *Ali Baba'nın Çiftliği*, 'Are you sleeping?' and *Tembel Çocuk Kalksana*
- demonstrating and explaining in Turkish gestures that are associated with cultural traditions, such as greeting elders by kissing their hand and placing it on the forehead to show respect
- noticing words or expressions in Turkish that are not easy to translate into English because they carry different meanings, for example, *Ellerine sağlık. Çok yaşa! Sen de gör! Geçmiş olsun!*

Create simple bilingual print or digital texts, such as captioned picture dictionaries, wall charts, labels for the classroom or ID cards

[Key concepts: meaning, code; Key processes: comparing, matching, translating]

(ACLTUC009)



- creating individual bilingual picture dictionaries
- matching and sequencing words and pictures in English and Turkish to complete speech bubbles in digital or print versions of short conversations or picture stories
- creating bilingual labels for objects used in the classroom and at home
- creating illustrated lists of words and phrases in Turkish and English which are similar in sound and meaning, for example, *polis, ambulans, doktor, spor, müzik, hobi*
- creating and performing short bilingual chants, songs and poems that move between Turkish and English

Reflecting

Elaborations

Notice how using Turkish and English involves some different ways of communicating and behaving

[Key concepts: communication, culture, self, difference; Key processes: noticing, comparing]

(ACLTUC010)



- noticing which language they are more comfortable in and choose to use in particular situations, for example, at home or on the phone with grandparents, at *bayram* or in the playground
- identifying language or behaviours that fit well in their Turkish family or community context but not in other contexts or situations, for example, kissing hands of older people and receiving spending money during *bayram*
- identifying gestures or body language that are used more often in Turkish than in English, for example, raising the head to indicate 'no', tutting to indicate shock or upset, raising the index finger to ask permission to speak in class
- considering whether they feel different when using Turkish in the classroom to how they feel when using it at home
- reflecting on their impressions of cultural differences when viewing images, video clips, singing songs, dancing or listening to stories from Turkish-speaking regions, responding to teacher prompts such as *Neyi farkettiliz? Neden öyle düşünüyorsun? Farklılıkları ve benzerlikleri nelerdir?*

Identify themselves as members of different groups, including their family, community and school, using simple statements, gestures and support materials

[Key concepts: self, family, community, communication; Key processes: identifying, describing]

(ACLTUC011)



- sharing information about their family background, such as their country or region of origin, languages spoken at home and connections with extended family overseas, for example, *Ben Avustralyalıyım/Türküm. Türkçe konuşurum. Ailem İstanbul'dan geldi*
- creating self-profiles, using drawings and captions or photos to identify their membership of different groups and communities, for example, home, school, friendship or sporting groups
- identifying words or expressions in Turkish that they particularly associate with their sense of home and 'who they are'
- designing a 'class tree' that reflects the linguistic and cultural diversity represented in their class
- considering how they communicate with different friends and family members who speak different languages

Understanding

Systems of language

Elaborations

Recognise and reproduce the sounds and spellings of Turkish-specific phonemes, /l/, /ğ/, /ö/, /ü/ /ş/ and /ç/ and make connections between spoken language, alphabetic elements and written forms of the language

[Key concepts: pronunciation, letters, sounds; Key processes: listening, distinguishing, reciting]

(ACLTUU012)



- becoming familiar with the Turkish alphabet and writing conventions, for example, by identifying sounds and spelling of specific phonemes, such as, /l/, /ö/, /ü/, /ç/, /ğ/, /ş/ and comparing them with English sounds
- understanding that intonation patterns create different meanings, as in the distinction between questions, statements and exclamations, *geliyor musun?* / *geliyorsun* / *gelsene!*
- differentiating between vowel and consonant sounds
- experimenting with sounds in onomatopoeic words, such as those related to animal sounds, *üüürüüü (horoz)*, *miyav miyav (kedi)*, *möö (inek)*, *hav hav (köpek)*, *cık cık (kuş)*; comparing with the pronunciation of equivalent animal sounds in English
- developing pronunciation, phrasing, syllabification and intonation skills by singing, reciting and repeating words and phrases in context

Recognise parts of speech and frequently used words in familiar contexts and understand the basic rules of word order in simple sentences

[Key concepts: sentences, grammar, patterns; Key processes: recognising, naming, applying]

(ACLTUU013)



- recognising the basic word order, subject–object–verb, and applying it in simple statements, imperatives and questions, for example, *Ali gel. Ali okula gel. Ali okula geldi. Ali okula geldi mi?*
- describing colour (*mavi*), size (*büyük/küçük*) and shape (*üçgen*), and recognising that adjectives come before nouns
- describing quantity, using cardinal numbers such as *bir-yüz* and ordinal numbers such as *birinci, ikinci*
- using the ending *-ler/-lar* to express plurality, mainly with countable nouns, such as *çocuklar, ördekler*
- recognising question words and anticipating likely answers, for example, *Kim? Ne? Nerede? Nereye? Kimle? Ne kadar? Ne zaman? Nasıl? Hangisi?*
- expressing affirmative and negative responses, such as *evet, hayır, değil, doğru, yanlış*
- learning how to use simple suffixes and subject and possessive pronouns, for example, *ben/benim, sen/senin, o/onun* and *evim/evimiz, evin/eviniz, evi/evleri*
- building vocabulary related to familiar environments, such as *anne, kitap, kedi*, and using cognates, such as *ev, okul, aile, hayvanlar*
- using prepositions to specify locations, for example, *üstünde, altında, yanında, arkasında, önünde, arasında, sağında, solunda*
- describing actions using imperatives and simple verbs, such as *otur, kalk, elini kaldır, koş, yürü, gel, git, oku, yaz*
- linking ideas using simple conjunctions, for example, *ve, ile, ama*

Understand that language is organised as 'texts' that take different forms and use different structures to achieve their purposes

[Key concepts: text, meaning; Key processes: recognising, selecting]

(ACLTUU014)



- understanding texts as different forms of communication which can be spoken, written, digital or visual, can be very short, for example, *tekerleme*, *bilmece*, *not*, *fıkra*, *e-posta*, or much longer, for example, *mektup*, *masal* and *hikaye*
- understanding that different types of texts have different features, for example, repetition and rhythm in action songs and chants such as *Komşu komşu*, *Yağ satarım bal satarım*, *Portakalı soydum*
- beginning to use metalanguage to talk about texts, for example, by identifying text types, such as *bilmece*, *tekerleme*, *masal*, *fıkra*, and describing typical features, for example, *masal* starts with *Bir varmış, bir yokmuş, evvel zaman içinde ...* and ends with *Gökten üç elma düşmüş, biri masalı anlatana, biri dinleyene, biri de bütün iyi insanlara*; *tekerleme* and *bilmece* both have rhymes and rhythms
- noticing how familiar texts such as poems or stories are sequenced and organised, for example, by identifying titles, connections between pictures and texts, or familiar lines, as in *dua* (call to prayers), *23 Nisan şiirleri ve dizeler/dörtlükler*, *Resimlerle Atatürk'ün hayatı*, *Keloğlan resimleri ile başlıklar*, *Bayram Günü*

Language variation and change

Recognise that different words, expressions and gestures are used by speakers of Turkish to address and greet people in different contexts and situations

[Key concepts: variation, context, relationship; Key processes: noticing, comparing, adapting]

(ACLTUU015)



Elaborations

- identifying different relationships between people by noticing how they speak to each other, for example, in storybooks, real life conversations, puppet plays or video clips
- understanding that different forms of Turkish are used by people in different contexts and relationships, for example, the appropriate use of pronouns, *sen* and *siz*, and honorifics, *Orhan Bey*, *Ayla Hanım*, *Sayın*, *Hakan Ağabey*, *Cengiz Amca*, *Ayşe Teyze*
- understanding that interactions such as greetings vary according to time of day, occasion, degree of familiarity and age of people involved, for example, *günaydın*, *merhaba*, *iyi akşamlar*, *Nasılsın?* or *Nasılsınız?* *Ne haber? Ne var, ne yok? Selam!*
- understanding that gestures used in greetings vary according to degrees of familiarity and relationship, for example, kissing hands of elders and placing hands on the forehead
- recognising the importance of using either formal or informal language in any context, for example, never using first names when addressing elders, such as teachers or parents

Recognise that different languages, including Turkish, borrow words and expressions from each other

[Key concepts: language change, word borrowing; Key processes: noticing, comparing, identifying]

(ACLTUU016)



- recognising that languages continuously change and borrow from one another
- recognising that Turkish uses loan words from English, such as *internet*, *TV*, *ceket*, *film* and *futbol*, and that English uses words from Turkish, such as *yoghurt*, *coffee*, *horde*, *kiosk*, *turquoise*
- creating a class record of Turkish words used in English, such as *doner kebab*, *shish kebab*, *yoghurt*, *dolma*, *cacik*, comparing how these words are pronounced in the two languages
- noticing words that come from different languages that students use in their everyday lives

Role of language and culture

Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them

[Key concepts: culture, meaning, language; Key processes: noticing, identifying, explaining]

(ACLTUU017)



Elaborations

- exploring the meaning of 'culture', how it involves visible elements, such as ways of dressing, eating and dancing, and invisible elements, such as ways of thinking and valuing
- recognising that there are words and expressions in Turkish that 'belong' to Turkish and not to English, for example, *Hoş bulduk*, *Çok yaşa*, *Sen de gör*
- noticing that some Australian terms and expressions only have meaning in the Australian context and have no equivalent in Turkish, for example, 'the outback', 'bush tucker', 'Good on ya!'
- noticing that using Turkish and using English involves different ways of communicating; considering what this reveals about cultural values or traditions

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers to share information about themselves and to exchange greetings, for example, *Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk!* They describe familiar objects and experiences that are important to them, for example, *Benim bir köpeğim var. Onun adı Minnoş. Benim en sevdiğim oyuncak, Bugün benim doğum günüm,* and compare likes and dislikes, for example, *Ben çileği çok severim, Ben elmayı hiç sevmem.* They use repetitive language when participating in guided activities and use movement, gestures, pictures and objects to support meaning-making, for example, by singing and performing actions to songs such as *Mini mini bir kuş donmuştu.* They respond to familiar classroom routines, such as the opening and closing of lessons, and transition activities. They interact in classroom routines, by following instructions, for example, *Ayağa kalkın! Oturun! Konuşmak için elinizi kaldırın! Sıraya girin! Defterlerinizi açın, Tabletlerinizin ekranını açın,* and taking turns. When interacting, they reproduce the sounds of Turkish and use intonation to distinguish between questions, statements and exclamations, for example, *Geliyor musun? / Geliyorsun / Gelsene!* They locate key words and information in simple spoken and written texts, such as names of people, places, or categories of objects, for example, *meyveler, sebzeler, evcil hayvanlar, çiftlik hayvanları, vahşi hayvanlar,* and convey factual information about themselves, their family, friends and experiences, using gestures, support materials and simple statements such as *Bugün ben en sevdiğim oyuncakçıyı tanıtacağım.* They respond to imaginative experiences through singing, drawing, movement and action, and create and perform simple imaginative texts, such as adaptations to Turkish songs, puppet performances and texts such as *Keloğlan* stories, using familiar language and non-verbal forms of expression. Students use vocabulary related to familiar contexts, for example, *anne, kitap, kedi,* and cognates, such as *ev, okul, aile, hayvanlar.* They use simple sentences with appropriate word order to communicate information about themselves. Students translate the meaning of Turkish words, phrases and gestures used in everyday contexts and situations, and create simple print or digital texts that use both Turkish and English. They identify differences in the ways they communicate and behave in Turkish- and English-speaking contexts, and identify themselves as members of different groups, including the Turkish class and their family and community.

Students identify the sounds of the Turkish language and Turkish spellings of specific phonemes, for example, /ı/, /ö/, /ü/, /ç/, /ğ/, /ş/. They identify parts of speech and basic rules of word order in simple sentences. They identify similarities and differences in features and structures of different types of familiar texts. They provide examples of different words, expressions and gestures that are used by speakers of Turkish to address and greet people in different contexts and situations. They identify words and expressions that different languages, including Turkish, have borrowed from each other. They identify how ways in which people use language reflect where and how they live and what is important to them.

Years 3 and 4

The nature of the learners

At this stage, children are developing cognitive and social capabilities that allow for increased control of their learning. They are able to conceptualise and reason, and have better memory and focus. This is a stage of social experimentation, with children referencing themselves against their peers. They are more independent and less egocentric, enjoying both competitive and cooperative activities. They benefit from varied, activity-based learning which builds on their interests and capabilities and makes connections with other areas of learning.

Turkish language learning and use

Children interact with peers and the teacher in classroom routines and a variety of learning experiences and activities. They engage in a lot of listening, and build oral proficiency through responding to rich language input and opportunities to engage in communicative activities where grammatical forms and language features are purposefully integrated. The language they use and hear is authentic with some modification, using familiar vocabulary and simple structures. Children follow instructions, exchange simple information and express ideas and feelings related to their personal worlds. They negotiate interactions and activities, and participate in shared experiences, performance and play. They read and create short texts on topics relevant to their interests and enjoyment, such as family, pets, favourite activities or food. They continue to build vocabulary that relates to a wider range of domains, such as areas of the curriculum that involve some specialised language use. The language used in routine activities is reused and reinforced from lesson to lesson in different situations, allowing learners to make connections between what has been learnt and what is to be learnt.

Contexts of interaction

The contexts in which students interact in learning and using Turkish are primarily local: the classroom, school, home and community, with some access to wider communities of Turkish speakers and resources through virtual and digital technology. The development of oral proficiency is similar in many ways to their parallel development of English language and literacy, and continues to rely on rich language input in different modes and from different sources.

Texts and resources

Learners engage primarily with a variety of teacher-generated materials, stories, songs, puppet shows and games, and with materials produced for young Turkish learners, such as computer language games, cards and readers. They may also have access to materials developed for children in Turkey and other Turkish-speaking regions of the world, such as television programs, advertisements or web pages, as a means of broadening cultural knowledge and awareness of diversity of language experience.

Features of Turkish language use

Children's development of literacy skills progresses from supported comprehension and use of high-frequency and personally significant sight words to understanding and applying basic grammatical features of the language, such as simple verb tenses and verb moods, for example, recognising question and imperative forms such as **olay ne? Nerede geçti? Neler oldu? Neden oldu? Başla! Başlayabilirsin, Kalk! Kalkabilirsin! Çabuk gel!** They recognise in more detail the relationship between spoken and written language, applying spelling patterns, the spacing rule and the principles of vowel harmony, for example, to question endings such as **alır mısın? alıyor musun?** They use an increasing range of verbs, adjectives and adverbs to describe actions, places and people, for example, **mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürü and Dün sabah geldi,** simple conjunctions to link ideas, **ve, ile/-(y)le, ama, çünkü,** and prepositions to indicate direction, for example, **ileride, ortasında, üzerinde, köşesinde, aşağıda, yukarıda, doğu, batı, kuzey, güney.** Children develop metalanguage for talking about language, using terms such as **isimler, fiiller, sıfatlar, zarflar, ekler- ismin halleri, zamirler.** The development of reading skills and textual knowledge is supported through interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts, such as picture books, rhymes, stories, puppet play, songs and games, engage the expressive and cultural dimensions of language. Procedural, informational and descriptive texts, such as negotiated classroom rules, tuckshop orders or family and class profiles, show how language is used to 'get things done'. A balance between language **knowledge** and language **use** is established by integrating focused attention to grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use with communicative and purposeful task activity.

Learning Turkish in school contributes to the process of making sense of the children's worlds which characterises this stage of development. Children are increasingly aware that the Turkish language is used not only in their own community in Australia and in Turkey, but also in many other places around the world. As they engage consciously with differences between languages and cultures, they make comparisons and consider differences and possibilities in ways of communicating in different languages. This leads them to explore concepts of identity and difference, to think about cultural and linguistic diversity, and about what it means to speak more than one language in the contemporary world.

Level of support

This stage of learning involves continued extensive support. Form-focused activities build children's grammatical knowledge and develop accuracy and control in spoken and written Turkish; opportunities to apply this knowledge in meaningful learning experiences build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the activity; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection.

The role of English

The teacher and learners use Turkish wherever possible in classroom interactions and learning activities. English is used for discussion, reflection and explanation when appropriate, for example, when considering the nature and relationship of language and culture, or in tasks that involve bilingual work that includes comparison and analysis of Turkish and English. Discussion in both languages supports learning, develops children's conceptual frames and builds metalanguage for talking about language and culture systems. The process of moving between languages consolidates their already established sense of what it means to be bilingual/multilingual, and provides opportunities for reflection on the experience of living interculturally in intersecting language communities.

Years 3 and 4 Content Descriptions

Communicating

Socialising

Elaborations

Participate in conversations about themselves and others, everyday routines and events at school and in their local communities

[Key concepts: self, experience, community; Key processes: interacting, responding, comparing]

(ACLTUC018)



- sharing information about themselves, such as details of their daily routines, family, friends and things they like to do, for example, *Şarkı söylemeyi severim, Akşam kitap okurum, Sabah erken kalkarım, Bazen kardeşim ile oyun oynarım, Hafta sonunda futbol oynarım. Uyumadan önce dişlerimi fırçalarım. Uyandıktan sonra kahvaltı yaparım*
- asking and responding to questions about themselves and others, such as *Kendini tanıtır mısın? Nerelisin? Ailen Avustralya'ya nereden geldi? Ben Türküm ve Avustralyalıyım. Ailem Avustralya'ya İzmir'den geldi*
- identifying wishes associated with key events in their community, such as *Bayramınız kutlu olsun! Mutluluklar dilerim. Kınan kutlu olsun! Elinize sağlık! Çok yaşa!* and responding appropriately to expressions of wishes such as *Bayramınız kutlu olsun! – Sizin de, Mutluluklar dilerim! / Kınan kutlu olsun! – Teşekkür ederim, Elinize sağlık! – Afiyet olsun, Çok yaşa! – Sen de gör!*
- asking and answering questions that involve concepts such as time, place or number, including days of the week, months and seasons, for example, *Saat kaç? Saat 5. Hangi mevsimdeyiz? Kış mevsimindeyiz. Bugün ayın kaç? Bugün ayın 20'si. Adresin nedir? Adresim...*
- exchanging simple written forms of correspondence, such as invitations, messages for birthdays, Mother's and Father's Days, religious celebrations and national days, for example, *Bayramınız mübarek olsun! 23 Nisan Ulusal Egemenlik ve Çocuk Bayramınız kutlu olsun! Anneler günün kutlu olsun!*
- comparing their preferences, for example, *Futbol yerine tenis oynamak istiyorum, Benim en sevdiğim meyve muzdur. Ben kirazı muzdan daha çok severim.*

Participate in shared learning experiences and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items

[Key concepts: collaboration, learning experiences, transactions; Key processes: negotiating, creating, transacting]

(ACLTUC019)



- working together on collaborative activities such as designing posters or menus for special events, planning puppet shows or creating picture books for 'buddy' classes, negotiating and making decisions about content, vocabulary and design, for example, *Kim Karagöz olmak ister? Kuklaları kartondan yapalım. Doğum günü davetiyesini kim yazacak? Ben pastayı getiririm*
- working with visual, print and digital modes of expression to create texts such as invitations to a party, performance, class or community event, for example, *bayram eğlencesi, yıl sonu eğlencesi*
- composing instructions for simple recipes such as *kısır* or *çoban salatası*, using imperative verb forms such as *yık, doğra, karıştır* and language for quantifying ingredients, for example, *3 domates, bir demet maydanoz, 100 gram peynir*
- conducting simple science experiments that involve asking and answering factual questions and recording basic results
- participating in group interactions such as role plays or simple interviews that involve asking and responding to questions or invitations and providing insights to cultural experience or values, for example, *misafir ağırlamak, huzurevinde yaşlıları ziyaret etmek*
- participating in real or imagined transactions that involve requesting information, considering options and buying or selling, for example, *Elmanın kilosu ne kadar? Bana bir porsiyon köfte, yanına da piyaz lütfen*
- following instructions to create craft, artworks and designs adapted from *Türk el sanatları*, such as *ebru sanatı, hat sanatı, halıcılık, çinçilik*, for example, *boya, kes, katla, yapıştır*

Respond to questions, directions and requests from the teacher and each other, and use questions and statements to ask for help or permission, to attract attention and to rehearse new language

[Key concepts: direction, support, learning experience; Key processes: interacting, responding]

(ACLTUC020)



- responding to questions concerning topics such as the weather or the day's schedule, using modelled language such as *Bugün hava nasıl? Bugün hava güneşli ve sıcak! Bugün önce birlikte bir kitap okuyacağız, sonra bir oyun oynayacağız*
- negotiating turns and complimenting their friends, for example, *Sen kazandın! Tebrikler! Şimdi ben oynayabilir miyim?*
- preparing and displaying classroom rules, routines or priorities, such as *saygı, nezaket, işbirliği*
- seeking clarification, attracting attention, asking for help or for something to be repeated, for example, *Anlayamadım, tekrar eder misiniz? Bu kelime nasıl okunur?*
- responding to directions and instructions when playing games, participating in dances or performances, preparing for activities and completing work, for example, *soldan sağa, sıranı bekle, geri dön, karşılıklı dur*

Informing

Elaborations

Locate and organise information in spoken, written and visual texts relating to personal, social and natural worlds

[Key concepts: information, natural world, physical world, daily life; Key processes: listening, reading, identifying, classifying]

(ACLTUC021)



- obtaining information from each other and their teacher about likes, dislikes and interests, for example, *en sevdiğin hayvanlar, spor, ya da oyun*, and presenting findings in formats such as individual/group profiles, charts or graphs
- recognising key phrases and sentences when viewing/listening to simple community texts such as sports programs or announcements, for example, *Gösteri saat 7'de başlayacak, Kapılar bir saat sonar açılacak, Kapıda lütfen biletlerinizi gösterin, spor, takım, sporcular, oyunun kuralları*
- collating information about aspects of Turkey or Australia from texts such as magazines, brochures or maps, for example, *Türkiye ve Avustralya'nın haritadaki konumu, bölgeleri, başlıca illeri, iklimi, gölleri, nehirleri ve dağları*
- collecting information from texts such as advertisements, catalogues or menus about products, ranges and prices to create a shared wish list of purchases or future excursions
- locating information about children's social activities in different Turkish-speaking regions of the world, drawing comparisons with typically Australian activities and things they do in their own local community context



Convey information about their home, school and community, using simple statements and support materials such as photos, maps or charts

[Key concepts: information, topic, promotion; Key processes: sharing information, promoting, explaining, informing]

(ACLTUC022)



- presenting information to other children in the school or to their families about shared in-class projects, for example, *Okulumuzdaki sebze bahçemiz, sınıf içinde hazırladığımız zorbalığa hayır piyesi*
- creating texts such as flyers, posters or posts on the school website to advertise special events such as *bayram kutlamaları, çokkültürlülük kutlamaları, okul kermesi, nineler ve dedeler günü, Avustralya Temizlik Günü, Okula Yürüme Günü*
- presenting information in the form of a class profile, chart or database about each other's likes, dislikes or interests that they have collected using checklists, surveys or question cues
- providing simple directions and clues in print, spoken or visual formats for activities such as a treasure hunt or mystery tour, for example, *sağa dön, sola dön, ileri git, düz git*
- explaining a favourite computer game, sport or playground game, highlighting key terms and supporting information with pictures, gestures or demonstrations
- creating a class book or digital display about their local environment, making connections with topics they have been studying in other curriculum areas, for example, *Mahallemdeki bitkiler: çiçekler, ağaçlar and/or okul bahçesindeki bitkiler...*
- presenting information via picture stories or multimodal displays on aspects of their lives that would interest Turkish-speaking children of their own age in other contexts

Creating	Elaborations
<p>Engage with imaginative texts such as stories, puppet shows, songs or dance, identifying favourite elements and acting out key events or interactions</p> <p>[Key concepts: imagination, expression, response; Key processes: responding, interpreting; Key text types: stories, poems, fables, plays, songs]</p> <p>(ACLTUC023)</p> 	<ul style="list-style-type: none"> • using movement, facial expressions and actions to interpret meaning in texts such as <i>Karagöz ve Hacivat Nasrettin Hoca</i>, identifying key messages, morals and amusing moments • acting out elements of classic texts narrated by the teacher, such as <i>Şirin Kız ve Üç Ayı</i>, <i>İki İnatçı Keçi</i>, using facial expressions and actions to mirror emotions and emphasise meaning • participating in group recitals of poems on special occasions such as Mother's Day, national days, religious and cultural celebrations • participating in shared and guided reading of texts such as cartoons, poems, fairytales and fables, responding to questions about characters, ideas and events • responding to words of songs through movement and dance, for example, <i>Ah benim turnam</i>, <i>Yeşil başlı turnam ...</i>, <i>Pazara gidelim...</i> • responding to traditional songs and folk music such as <i>halay</i>, <i>çiftetelli</i>, <i>Silifke'nin yoğurdu</i>, for example, by using wooden spoons to mark rhythm and creating and narrating their own versions of the dance
<p>Create simple imaginative texts, such as stories, dialogues, songs or chants, which allow for exploration and enjoyment of language</p> <p>[Key concepts: relationship, emotion, expression, rhythm; Key processes: creating, composing, adapting, presenting]</p> <p>(ACLTUC024)</p> 	<ul style="list-style-type: none"> • using puppet characters from traditional texts such as <i>Karagöz ve Hacivat</i> to create and enact representations of relationships and experiences from their own worlds • collecting rhyming words and using them to create their own poems on selected topics, such as <i>mevsimler</i>, <i>milli bayramlar</i> • composing dialogues between imagined characters in challenging or amusing situations, using expressions and behaviours that convey emotion or humour and capture elements that are typical of the context or experience • using models such as the nursery rhyme <i>Komşu komşu</i> to create and present a digital story or scripted play that uses words and expressions to build rhythm and rhyme • creating simple rhymes, raps or songs that experiment with alliteration, repetition and word play • creating texts to share with younger learners, such as Big Books, comics or Vokis, incorporating humorous and expressive language • adapting modelled examples of tongue twisters such as <i>Al Şu Taka Tukaları Taka Tukacıya Götür</i> to experiment with a range of letter combinations and sounds
Translating	Elaborations

Identify common spoken Turkish expressions, words or gestures that translate/do not translate readily into English and words that are used in both languages

[Key concepts: equivalence, translation; Key processes: comparing, translating, explaining]

(ACLTUC025)



- translating and comparing familiar Turkish and English expressions, using bilingual and monolingual dictionaries and identifying those that have no literal translation, such as *başın sağolsun*, *darısı başına*, *güle güle kullan*, *gözün aydın*, *hoş bulduk*, *Allahaısmarladık*
- translating and matching words to describe family members and relatives in Turkish and English, finding examples of words that have no English equivalents, such as *dayı/amca/enişte*, *hala/yenge/teyze*, *ağabey/abla*
- collecting and classifying words, phrases and expressions in Turkish that also exist in English, such as *TV*, *radyo*, *prens*, *prenses*, identifying any differences in meaning or usage, for example, kiosk – *köşk*, Ottoman – *Osmanlı*
- playing matching pair games to reinforce Turkish and English words and phrases used in everyday conversations, for example, *ev ile ilgili kelimeler*, *yiyecekler*, *nesneler*, *haftanın günleri*, *aylar ve mevsimler*, sorting the matched pairs into groups based on equivalence or non-equivalence
- identifying expressions, words and phrases in Turkish children's songs, poems and storybooks which have no direct English equivalents, using dictionaries to work out 'best fit' translations, for example, from the stories of *Hacıvat ve Karagöz*, the words *sadaka* and *mirasyedi* in *Dilenci Hacıvat*, the phrase *avucunu yalamak* in *Parayı Kim Buldu?*, the expression *Ellerin dert görmesin* in the children's song *Postacı*

Create simple bilingual texts such as signs, notices or captions for displays for the classroom and wider school community

[Key concepts: meaning, bilingualism; Key processes: selecting, considering, creating]

(ACLTUC026)



- building bilingual picture dictionaries, using vocabulary encountered in texts such as school signs and notices, songs and storybooks
- creating and sequencing captions in English for images in Turkish storybooks such as *Karagöz ve Hacıvat*, *Nasrettin Hoca* and *Keloğlan*
- creating bilingual signs, posters, notices and labels in digital and print forms to be displayed in the classroom and around the school
- participating in bilingual story building, rhymes or games, for example, contributing alternating lines in Turkish and English to a new or reconfigured story

Reflecting

Elaborations

Notice and describe differences and similarities in ways of using language and interacting with people when communicating in Turkish and in English

[Key concepts: difference, similarity, respect, relationship; Key processes: observing, comparing, explaining]

(ACLTUC027)



- explaining to each other why they prefer to use either Turkish or English in particular situations or with particular people
- noticing similarities and differences in how they use Turkish in different contexts such as at home and in the classroom, for example, using less/more formal language
- comparing how people speak or refer to other people in Turkish and English, such as to older relatives, classmates or teachers, for example, *abla*, *ağabey*, *amca*, *teyze*, *öğretmenim*
- identifying Australian English terms and expressions that might be difficult to understand for newly arrived Turkish migrants, for example, 'bushwalking', 'Good on you!'
- comparing their impressions of aspects of children's lives in different Turkish-speaking regions as represented in video clips, television programs and stories, for example, ways of playing games, preparing and eating food, telling stories or interacting at school, home or in the community

Explore their individual and group sense of identity and how this is expressed through the different languages they use

[Key concepts: identity, self, community, membership; Key processes: reflecting, comparing, explaining]

(ACLTUC028)



- demonstrating gestures or behaviours that they feel 'belong' with the Turkish language and are associated with their sense of identity, comparing with other gestures or behaviours that they identify with being Australian
- talking about the relationship between identity and languages, creating drawings or photo displays that show their connections with family, friendship groups and communities, with captions of words or phrases that they particularly associate with each group, such as *Dini bayramlarda aile ve akraba ziyaretleri*, *Arkadaşlarla oyun oynarken*, *Huzur evinde yaşlılara kitap okurken*
- discussing the importance to their own identity of speaking Turkish with some relatives, friends or members of the wider Turkish-speaking community
- observing themselves and reporting to each other how they use Turkish and English in different contexts and for different purposes, identifying favourite expressions or gestures in each language
- talking about how they feel when using English, Turkish or other languages and whether there are some things that feel more natural in one language than in the other

Understanding

Systems of language

Elaborations

Understand and apply the principle of vowel harmony, experiment with Turkish pronunciation, intonation and spelling patterns

[Key concepts: intonation, vowel harmony, pronunciation; Key processes: recognising, applying, distinguishing]

(ACLTUU029)



- learning about back (*a, ı, o, u*) and front (*e, i, ö, ü*) vowels in Turkish and applying the vowel harmony rule to high-frequency words
 - matching root words to suffixes to apply the rule of vowel harmony and to learn about exceptions to the rule in relation to loan and compound words and to some Turkish words, such as *bugün*, *kardeş* and *kalem*, which have changed their original forms
 - learning the pronunciation and spelling of high-frequency words with *yumuşak g* (soft *g*) *ğ*, as in *yağmur* and *ağaç*, understanding that this sound is never used at the beginning of words
 - learning that Turkish syllables only have one vowel, and that apart from loan words, they never have vowel sequences; applying this understanding through activities such as creating words by matching different prefixes and suffixes
 - understanding spelling patterns, the spacing rule and the application of vowel harmony to question endings such as *alır mısın?* *alıyor musun?*
 - understanding the use of an apostrophe for separating proper nouns from their inflectional suffixes, as in *Tarık'ın* and *İstanbul'da*, *Avustralya'nın*
 - learning about the devoicing and doubling of final consonants, as in *kitap – kitabı*, *kanat–kanadı*, *sokak-sokağa* and *git-gittim*, *sır-sırrım*
-

Understand and use key grammatical forms and structures, such as simple verb tenses, recognising how grammatical forms and functions are represented through suffixation

[Key concepts: action, description, time; Key processes: recognising, selecting, applying]

(ACLTUU030)



- describing quantity using cardinal numbers, *yüz, iki yüz, üç yüz, bin*, and ordinal numbers using the *-inci* suffix and its variations, *birinci, ikinci, üçüncü*
- understanding the function of verb moods, for example, by recognising and using questions to seek information, such as *Olay ne? Nerede geçti? Neler oldu? Neden oldu? Ne zaman oldu? Kahramanlar kimdi?* and imperative forms such as *başla! Başlayabilirsin, Kalk! Kalkabilirsin! Çabuk gel!*
- using a range of verbs, adjectives and adverbs to describe and elaborate on action, time, places and people, for example, *mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürü and Dün sabah geldi*
- using a range of simple conjunctions to link basic ideas and action, for example, *-den önce, -den sonra, ile/(y)le, ama, çünkü*
- using simple and compound sentences
- using comparatives and superlatives such as *en* and *daha* plus *çok/az* in order to talk about likes, dislikes and interests
- understanding and using *-(i)r, -(u)r, -(a)r* simple present tense suffixes to express habitual actions and facts, for example, *Güneş doğudan doğar, batıdan batar and Dişlerimi fırçalarım, Erken yatarım, Erken kalkarım*
- recognising and using simple verb tenses with negation and affirmation suffixes to form sentences such as *biliyorum/bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş*
- understanding and using common interrogative pronouns such as *kim, hangi, ne, neden, kaç, Bu akşam bize saat kaçta geliyor? Doğum günü davetiyesini kim yazacak?*
- identifying exclamations and exploring the range of emotions they express and the contexts in which they are used, for example, *Eyvah! Ya! Öf be!*
- understanding and using the simple past tense suffix *-d(i)*, for example, *Annem çarşıdan ekmek aldı*
- understanding and using prepositions to indicate direction, for example, *ileride, ortasında, üzerinde, köşesinde, aşağıda, yukarıda, doğu, batı, kuzey, güney*
- developing metalanguage for talking about language, using terms such as *isimler, fiiller, sıfatlar, zarflar, ekler- ismin halleri, zamirler*
- using honorifics, such as *Yaşar Amca, Ayşe Teyze*

Notice characteristic features of simple spoken, written and multimodal texts that they use in their home and community and of similar texts in English

[Key concepts: genre, language features; Key processes: identifying, comparing, distinguishing]

(ACLTUU031)



- recognising features of familiar texts that they interact with at home and in school, such as digital books, puppet shows, rhymes or children's songs, for example, how *Karagöz ve Hacivat* talk, rhyming words in the song *Küçük Kurbağa*
- recognising differences between the layout, language features and formats of different types of texts such as *masal, şarkı, şiir, mektup, makale, haber metni*
- identifying and comparing characteristic elements in texts such as poems or fables, for example, *kuklalar ve gölge oyunları, şiirde kafiye, dize ve dörtlük, masallardaki insanüstü kişiler ve olaylar*
- recognising differences between spoken and written versions of texts such as greetings or farewells, *merhaba, hoşça kal*; or how *güle güle* can be used in spoken texts, but *Sevgili Ayşe Teyze* and *görüşmek dileğiyle* would be used in written texts
- comparing familiar texts in Turkish and English and noticing features they have in common, for example, the start of fairytales in English, 'Once upon a time ...' compared to *Bir varmış, bir yokmuş, evvel zaman içinde ...* in Turkish; rhymes, lines and verses in English and Turkish poems
- distinguishing between different types of texts based on identified purpose and intended audience, for example, differences between SMS *mesajı-telefon görüşmesi, yazılı piyes-kukla oyunu, masal-fıkra*.

Language variation and change

Elaborations

Understand that language varies according to factors such as the age, gender and social position of speakers, and that it involves regional dialects and accents

[Key concepts: variation, status, relationship, standard language; Key processes: noticing, comparing, differentiating]

(ACLTUU032)



- understanding that language varies based on the age, gender and social relationships between speakers, for example, ways of speaking to parents are different to ways of speaking to siblings, *lütfe yapma(yın)/yapmasana!*
- recognising how language used to greet, apologise and show appreciation with friends, family, elders and less familiar people varies, for example, the use of first names only in greeting cards to friends compared to the use of honorifics to older family members or authority figures, such as *teyze, amca*
- noticing how people adapt language when speaking with young children, using expressions such as *bebişim, cici*, and how young children speak differently to adults and to older children, for example, using the ending *-cik* as in *anneciğim ve babacığım* when talking to parents
- understanding that Turkish has a standard form spoken in Istanbul and many varieties involving different accents, dialects and vocabulary spoken in different countries and regions in the world
- discussing how accents and dialects vary between different Turkish-speaking communities and different regions of Turkey

Recognise that languages change over time and that Turkish language is influenced by and also influences other languages and cultures

[Key concepts: change, influence, time, contact; Key processes: comparing, investigating, identifying]

(ACLTUU033)



- understanding that Turkish, like all languages, changes over time, for example, in the spelling and pronunciation of certain words, such as *alma/elma, ana/anne, karındaş/kardaş/kardeş, cevap/yanıt, tabiat/doğa*
- recognising differences in language use across generations, for example, by comparing words and expressions used by their grandparents and parents, such as *sabah şerifleriniz hayırlı olsun*, with some of their own expressions, such as *günaydın*
- finding English words used in Turkish, such as *web sitesi, Twitter, tişört* and *blucin*, considering differences between these and the types of Turkish words used in English
- identifying loan words from other languages, for example, *tren, doktor, baklava, çikolata, sıfır, şeker, tiyatro, balkon*, discussing why particular kinds of words are more likely to be adopted

Role of language and culture

Make connections between Turkish language and culture, for example, by identifying words, gestures, forms of address or expressions that reflect cultural values and practices

[Key concepts: culture, practice, values; Key processes: noticing, discussing, comparing, interpreting]

(ACLTUU034)



Elaborations

- noticing that languages carry cultural information, for example, by identifying words or expressions used by friends and family members in Turkish, English or other languages which only 'work' in that language, for example, *Güle güle kullan, Afiyet olsun, Helal olsun, Ellerine sağlık*
- finding examples of forms of address or expressions associated with cultural events that reflect Turkish values and traditions, for example, *Dedeciğim iyi bayramlar, Allah kabul etsin*
- noticing how values such as politeness, affection or respect are conveyed in Turkish, for example, by comparing interactions in their family and home community with interactions they observe in non-Turkish speaking families and communities, for example, *yavrum, canım, bir tanem, lütfen*
- recognising that in each culture there are general rules about what to say and do, when, where and with whom, and that these rules differ from culture to culture

Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers to exchange information about themselves and others, everyday routines and events at school and in their local Turkish and multilingual communities. They ask and respond to questions to elicit information about each other, for example, *Kendini tanıtır mısın? Nerelisin? Ailen nereden geldi? Ben Türküm ve Avustralyalıyım. Ailem Avustralya'ya İzmir'den geldi* and identify wishes associated with events in their communities, for example, *Bayramınız kutlu olsun! Mutluluklar dilerim. Kınan kutlu olsun!* They compare preferences, for example, *Futbol yerine tenis oynamak istiyorum* and exchange simple written forms of social correspondence, such as invitations, messages for birthdays, Mother's and Father's Days, religious celebrations and national days, for example, *Bayramınız mübarek olsun! 23 Nisan Ulusal Egemenlik ve Çocuk Bayramınız kutlu olsun! Anneler günün kutlu olsun!*. They use formulaic expressions to participate in shared tasks, activities and transactional exchanges such as working together to organise an event, for example, *Doğum günü davetiyesini kim yazacak? Ben pastayı getiririm*. They use modelled language to interact in classroom routines, such as responding to questions directions and requests, for example, *Bugün hava nasıl? Bugün hava güneşli ve sıcak! Bugün önce birlikte bir kitap okuyacağız, sonra bir oyun oynayacağız*, asking for help or permission, for example, *Anlayamadım, tekrar eder misiniz? Bu kelime nasıl okunur?*, attracting attention and rehearsing new language. When interacting, they use Turkish pronunciation and intonation and apply the vowel harmony rule to high-frequency words. Students locate and organise key points of information in different types of spoken, written and visual texts relating to personal, social and natural worlds and, with the assistance of support materials such as photos and maps, present information about home, school and community. They respond to imaginative texts by making simple statements about favourite elements and acting out key events and interactions. They create simple imaginative texts using formulaic expressions and modelled language. Students use key grammatical forms and structures, such as verbs, adjectives and adverbs, to describe and elaborate on action, places and people, for example, *mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürü and Dün sabah geldi* and conjunctions to link ideas. They express facts using simple present and past tense suffixes, and use negation and affirmation suffixes to form simple sentences, for example, *biliyorum/ bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş*. They translate and compare common Turkish and English expressions, words or gestures and create simple bilingual texts for the classroom and community. Students describe similarities and differences in ways of using language and interacting with people when communicating in Turkish and English, and identify how their individual and group sense of identity is expressed in the languages they use.

Students identify Turkish sound and writing patterns to pronounce and spell high frequency words. They use simple metalanguage such as *isimler, fiiller, sıfatlar, zarflar, ekler- ismin halleri, zamirler* to talk about language. They identify ways that the features of texts differ according to mode and context, and compare Turkish texts with similar texts in English. They provide examples of how language use varies according to age, gender and social position, for example, *lütfen yapmayın/yapmasana!/yapma!*, and identify regional differences in language use, including dialects and accents. They identify how languages change over time, providing examples of Turkish words borrowed from other languages such as English and vice versa. They make connections between Turkish language and culture, identifying culture-specific terms, expressions and gestures.

Years 5 and 6

The nature of the learners

This is a key transitional phase of learning. Learners communicate more confidently, are more self-directed, and self-reference in relation to wider contexts. Response to experience is more analytical and critical, allowing for a reflective dimension to language learning and to referencing cultural frameworks. Language and literacy capabilities in Turkish and English are developing in parallel trajectories within the curriculum. For some learners, there will be greater discrepancy between proficiency in the two languages than for others. The curriculum ensures that learning experiences and activities are flexible enough to cater for learner variables while being appropriate for learners' cognitive and social levels.

Turkish language learning and use

Learners use Turkish in the classroom for a widening range of purposes: exchanging information, expressing ideas and feelings, competing and cooperating, performing, and responding to resources and experiences. Their communicative capabilities are stronger and more elaborated. They control and access wider vocabulary resources and use an increasingly sophisticated range of non-verbal strategies to support communication. Shared tasks develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation. At this level, focused attention to language structures and systems, literacy skills development and exploration of cultural elements of communication are conducted primarily in Turkish. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people of the same age in other Turkish-speaking communities, accessing music and media resources, maintaining blogs and other web pages, and participating in social networks.

Oracy development at this level includes listening to a range of varied input from different sources and building more elaborated conversational and interactional skills. This includes initiating and sustaining conversations, using turn-taking protocols, 'reading' language for cultural and contextual meaning, building on others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information; structuring, rehearsing and resourcing the content of the presentation; and selecting appropriate language to engage a particular audience.

Contexts of interaction

Learners interact in Turkish with each other, the teacher and members of their families and communities. They have some access to Turkish speakers and cultural resources in wider contexts and communities through the use of ICT and through the media. Language development and use are incorporated into collaborative and interactive learning experiences, games and activities.

Texts and resources

Learners engage with a growing range of published texts in print and digital forms, such as stories, videos, readers, songs and computer-generated learning materials. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to Turkish language and cultural resources created for Turkish-speaking communities, such as children's television programs, websites, music or video clips.

Features of Turkish language use

Learners draw on more established grammatical and lexical resources to compose and comprehend more complex language. They recognise and use verb conjugations and common noun and adjective forming suffixes, such as *(-lı, -li, -lu, -lü) as in kar-lı, kir-li, toz-lu...; (-lik, -lık, -luk, -lük) as in yaz-lık, göz-lük...; (-cı, -ci, -cu, -cü/-çı, -çi, -çu, -çü) as in gemi-ci, kira-cı, su-cu, çiçek-çi...; (-gı, -gi, -gu, -gü) as in sar-gı, sil-gi...; (-sız, -siz, -suz, -süz) as in ev-siz...* They apply the rule of great vowel harmony when adding nominal case endings, *-(e), -(i), -d(e), -d(e)n* to different nouns, such as *ev-e, ev-i, ev-de, ev-den, ev-in*. They use the conditional marker *-s(e)* and/or the word *eğer* in compound sentences, for example, *yağmur yağarsa gitmeyeceğiz*, and appropriate endings for subject–verb agreements in simple and compound sentences.

They use a range of cues and decoding strategies to assist comprehension and to make connections between ideas, contexts and language within and between texts. They write more accurately and fluently for a wider range of purposes and audiences. With support, they build increasing cohesion and complexity into their written work in terms of both content and expression. While learners work more independently at this level, ongoing support is incorporated into task activity, and systematic feedback and review support the interactive process of learning. They build metalanguage to talk about aspects of language such as grammar, for example, *bağlaçlar, özne ile yüklem uyumu, -de/-da ekler, ilgi zamiri –ki, edatlar*, and the use of both Turkish and English for discussion, reflection and explanation ensures the continued development of learners' knowledge base and metalinguistic and intercultural capabilities.

Understanding of the relationship between language, culture and identity is developed through guided investigation of how language features and expressions carry specific cultural meaning; through critical analysis of cultural stereotypes, attitudes and perspectives; and through exploration of issues related to personal and community identities. Learners take account of the variability of language use and textual practice in relation to factors such as gender, generation, status, and geographical, cultural and ethnic diversity. They reference themselves in relation to similar variables, and reflect on the relationship between language, culture and identity and how these affect communication and intercultural experience through the lens of their own bicultural experiences.

Level of support

While learners are becoming more autonomous and independent, ongoing support is still needed, including explicit instruction, structured modelling and scaffolding, provision of appropriate stimulus materials and timely feedback. Task activities incorporate implicit form-focused language learning activities and examples of texts and tasks. Learners are supported to use electronic and print reference resources, such as word banks, dictionaries and translating tools, and are encouraged to adopt a critical approach to resource selection.

The role of English

Turkish is the primary language for classroom routines, interactions and language learning experiences, with English used more in a supporting role. The use of Turkish for discussion, reflection and explanation of content drawn from other learning areas is encouraged as much as possible, and English is used for comparative analysis between languages and for the continued development of metalanguage in both languages.

Years 5 and 6 Content Descriptions

Communicating	
Socialising	Elaborations

Participate in spoken, written and digital interactions to share ideas and experiences, showing interest and respect for others

[Key concepts: discussion, correspondence, interests, experiences; Key processes: composing, describing, discussing, responding]

(ACLTUC035)



- expressing own views and preferences and asking about those of others, for example, *Ne tercih edersiniz? Ne içersiniz?*, using appropriate language to agree or disagree, for example, *Bence Atilla çok iyi bir sporcu. Bence de. Haklısın aynı fikirdeyim. Bence öyle değil. Ben sana katılmıyorum. Ben senin gibi düşünmüyorum.*
- composing written or digital texts such as cards, emails or letters to invite, congratulate or thank someone, for example, *Lütfen buyurun! Davetlisiniz. Gözün aydın! Güle güle oturun! Hayırlı ve uğurlu olsun! Tebrikler! Teşekkür ederim*
- describing and comparing experiences of social activities, special community celebrations or events, for example, *29 Ekim Cumhuriyet Bayramında ben şiir okudum. Ramazan bayramında dedem bana harçlık verdi*
- participating in online exchanges such as video blogs with sister schools in Turkey or other Turkish-speaking contexts, comparing interests, routines and social activities
- sustaining interactions with others by asking questions, using active listening skills and providing feedback, for example, *Siz ne düşünüyorsunuz? Evet! Tabii ki. İlginç! Sen ne dersin?*

Plan shared activities or events, such as a display or presentation, an interview, awareness campaign or virtual shopping expedition

[Key concepts: collaboration, action, plan; Key processes: planning, designing, budgeting]

(ACLTUC036)



- preparing performance texts such as *Hacivat ve Karagöz oyunları, skeçler, piyesler, marşlar, Ramazan manileri*, to present to younger students at a community event or school assembly
- planning and creating displays or resources such as timelines, schedules, posters or appeals for a fundraiser
- planning for a Turkish-speaking guest by developing an interview schedule using questions such as *Kendinizi tanıtır mısınız? Ne tür müzikten hoşlanırsınız?*
- creating interactive learning experiences to encourage children in a buddy class to learn Turkish or to use their existing Turkish language in different domains
- budgeting for hypothetical shopping expeditions, for example, by consulting online catalogues and websites, comparing prices and values and discussing intended purchases, for example, *Bu çok pahalı, İndirimli satışlar varmış, Ay, bu en son çıkan, Bu kelepirdir!*
- planning a campaign, for example, to introduce healthy Turkish food at the school canteen, raise awareness about pollution or prevent bullying, for example, by creating posters, pamphlets and flyers or by making presentations to school council/board

Participate in classroom interactions that involve asking and responding to questions, seeking clarification, indicating understanding, reflecting and providing feedback

[Key concepts: classroom interaction, debate, responsibility;
Key processes: questioning, responding, evaluating]

(ACLTUC037)



- interacting during group learning experiences by asking each other questions, making suggestions or checking on progress, for example, *Ben ne yapabilirim? Sen not alırmısın? Bu sayfayı mı okuyacaktık? Cevapları maddeler halinde yazsak daha iyi olur. Ne dersiniz?*
- participating in discussions and debates on issues and experiences that affect their school, home or community lives, for example, *Zorbalık, evde iş bölümü, Türk festivalinde çocuklar için neler yapılmalı*, and clarifying their own statements, for example, *Bence, bana göre*
- evaluating each other's comments or suggestions when working together, indicating agreement or disagreement and negotiating changes, for example, *Anladım, Anlayamadım, Yardım eder misin? Cevabım doğru mu? Emin değilim, şöyle yaparsak... daha iyi olur, peki öyle olsun ... Bence ... daha güzel olur*
- reflecting on their learning experiences and providing each other with feedback, advice or reminders, for example, *Süper, harika, mükemmel, unutma, çok zor*

Informing

Elaborations

Gather, classify and compare information from print, digital and multimodal resources relating to their physical environment and social and cultural worlds

[Key concepts: environment, values, experience, heritage;

Key processes: investigating, comparing, classifying]

(ACLTUC038)



- gathering information from a range of digital and print resources about social and cultural activities in their community, making a list of terms, expressions or behaviours, such as *Bayramınız kutlu olsun!*, *Başınız sağ olsun!*, *Hayırlara vesile olsun*, *Allah izin verirse*, *Hayırlı olsun*
 - conducting interviews with family members or friends to collect stories of migration to Australia, identifying words and expressions that reflect important values and feelings, such as *gurbet*, *özlem*, *heyecan*, *güvenlik*, *dostluk*, *komşuluk*
 - gathering and comparing information on topics such as significant elements of family life, community or schooling in Australian and Turkish contexts
 - surveying friends and family members to report on cultural trends or changing social behaviours, such as preferred modes of communication
 - researching their own bicultural biographies, for example, by talking with relatives in Australia and elsewhere to know more about their family's heritage, history or circumstances, comparing their details with those of their friends
 - collecting and presenting information from a range of print and digital resources about features of their local environment, for example, *su*, *orman yangınları*, *ekosistem*, *yabani yaşam*
 - viewing documentaries that reflect lifestyles of Turkish-speaking communities in different regions of the world, such as *Kuzey Kıbrıs Türk Cumhuriyeti*, *Türkmenistan*, recording key facts and unfamiliar vocabulary or expressions
 - gathering information about well-known people in fields such as sport, entertainment, pop culture, the arts or history, to create a profile to present to their peers
-

Convey information about aspects of their own language(s), culture(s) and communities in suitable formats for different audiences and contexts

[Key concepts: culture, interests, transition; Key processes: creating, resourcing, explaining]

(ACLTUC039)



- presenting information related to elements of Turkish lifestyles and culture, for example, *kırsal ve kentsel yaşam, hamam, Türk kahvesi, el sanatları, halk dansları* to present to students in the school who are not learning Turkish
- creating a multimodal profile of their local community for newly arriving migrants from Turkish-speaking regions of the world
- creating a website for a contact group of Turkish-speaking students, posting information on their interests and experiences and using sound, visual or graphic resources to feature elements which may be unfamiliar to the intended audience
- writing a post on a website for young people that flags upcoming events in their community, for example, *mezuniyet balosu, eğlence gecesi, 19 Mayıs ve Gençlik ve Spor Bayramı*
- assembling an information pack to support new students arriving at their school, including a glossary of key terms that may need explaining, for example, *sınıf, müdür odası, öğretmenler odası, nöbetçi öğretmen, revir, kantin, ofis, lavabo, kütüphane, spor salonu, konferans salonu*
- creating an interactive presentation for younger children, friends or members of their extended families to showcase their bilingual/multilingual experience and identify the advantages of being able to communicate in more than one language

Creating

Elaborations

Respond to imaginative texts such as TV programs, folktales, performances or cartoons by sharing opinions on elements such as storylines, messages, characters and themes

[Key concepts: characterisation, response, storytelling; Key processes: comparing, describing, identifying; Key text types: folktales, comic books, songs, stories]

(ACLTUC040)



- listening to, reading or viewing traditional folktales, contemporary stories and cartoons, responding by retelling or re-enacting the story in their own words or by creating a timeline to track sequences of events
- creating digital profiles of characters they enjoy in different stories, plays or poems, providing physical and character descriptions and examples of the ways they speak and behave
- composing a personal response or commentary, such as a letter or journal entry, to a message conveyed by a character in a folktale, legend or fable relating to a concept such as truthfulness, courage or honesty
- presenting a critical review of a song, story or television program, using evaluative language such as *Ben ... çok beğendim çünkü ..., ... hiç sevmedim. Çok üzücüydü*
- sharing responses to recorded performances of *Türk Halk Oyunları* by making expressive and descriptive statements to interpret the meaning and impact of the music and movements
- describing their reactions to imaginative texts that evoke responses such as sadness, fear or excitement, relating them to their own experiences by using stem statements such as *Bir defa benim de başıma gelmişti, Ben de benzer bir olay yaşadım*
- recognising that there are different ways of telling a story, as in the case of *Türk halıları ve kilimleri*, discussing the uniqueness of symbols, colours, stories and feelings represented in carpets and rugs from different regions

Create and perform expressive and imaginative texts such as stories, dance, skits or video clips based on a stimulus concept, theme or resource

[Key concepts: adaptation, genre, audience, effect; Key processes: creating, adapting, performing, experimenting; Key text types: stories, poems, cartoons, songs, fables]

(ACLTUC041)



- creating and performing texts to entertain others which incorporate elements such as dance, mime, singing and narration and reference values and traditions associated with Turkish communities
- creating a video clip to launch an imagined product designed to appeal to their peer group
- creating their own music and lyrics modelled on a traditional Turkish song such as *Tren Gelir Hoş Gelir, Tin Tin Mini Hanım*
- adopting the role of parent or older sibling to tell a bedtime story or sing a lullaby, using props, gestures and appropriate language
- creating their own presentations adapted from performances they have enjoyed to perform at a school or community event, combining language, music and movements to communicate key messages and cultural expression
- creating stories based on a theme such as values associated with Turkish communities to share with younger learners, for example, by creating Big Books, comics or digital texts

Translating

Elaborations

Translate simple texts from Turkish to English and vice versa, identifying elements that require interpretation rather than translation and noticing words that are similar but pronounced differently

[Key concepts: meaning, interpretation, culture; Key processes: identifying, translating, classifying]

(ACLTUC042)



- explaining in English the meaning of Turkish expressions that do not translate literally, comparing with expressions in English for which there are no easy Turkish translations
- finding expressions in English that convey similar meanings to those expressed in phrases used in advertisements, shop signs or folktales, such as *ateş pahası, darısı başına, küplere binmek, kulakları çınlamak, pabucu dama atılmak, güme gitmek, demli çay* and *ocakbaşı*
- identifying words that are similar in Turkish and English, comparing their spelling, pronunciation, intonation and stress in the two languages, for example, *ağustos, alfabe, ansiklopedi, çikolata, doktor, elektrik, fotoğraf, laboratuvar, paraşüt, tren, veteriner, yoğurt*
- creating and cross-referencing banks of Turkish words and phrases that do or do not have direct equivalents in English
- working out the meaning of unfamiliar English words and expressions used in other curriculum areas, such as 'drought', 'starvation', 'flood', 'snowstorm', and considering how they would convey their meaning in Turkish, for example, *kuraklık, açlık, kıtlık, sel, kar fırtınası*
- collecting examples of proverbs used in their families, such as *Damlaya damlaya göl olur, Ak akçe kara gün içindir, Denize düşen yılana sarılır*, and discussing how to explain their meaning to non-Turkish speaking friends
- learning to use bilingual print and digital dictionaries, identifying issues such as multiple meanings for words and the fact that meaning is not always literal

Create bilingual texts such as websites, posters, class journals and menus to support their own learning and to assist interactions with non-Turkish speakers

[Key concepts: equivalence, alternatives; Key processes: considering, selecting, translating]

(ACLTUC043)



- creating bilingual texts such as invitations to performances, newsletters, cartoons or menus, reflecting on how different meanings are communicated in different languages
- designing a menu for a Turkish meal which includes footnotes in English to explain characteristics and ingredients of unfamiliar dishes such as *imambayıldı, Alinazik, mücver, hünkarbeğendi*
- creating bilingual brochures, digital presentations or posters to promote community events, providing English translations for key words, expressions and items of information
- designing and co-maintaining a bilingual website with a sister school or contact group of young English learners in a Turkish-speaking community elsewhere
- contributing to a shared class journal that records significant learning experiences and events in both Turkish and English

Reflecting

Elaborations

Discuss the experience of switching between languages, noticing when they choose to use either Turkish or English and how each culture influences ways of communicating [Key concepts: code-switching, intercultural communication, language domains; Key processes: monitoring, adjusting, reflecting, describing]

(ACLTUC044)



- identifying and comparing instances when they switch between Turkish and English, considering why they do this in particular situations or interactions
- comparing experiences of using Turkish and English with a particular person, such as a parent or older relative, noticing which topics or interactions fit more easily into one language than the other and considering reasons for this
- reflecting on experiences of feeling either uncomfortable or comfortable when switching between languages, explaining why this might have been the case, for example, when translating for parents or other family members or interpreting for visitors
- identifying adjustments they make when moving between Turkish and English at school and at home, such as using different forms of address and showing respect or affection in particular ways, discussing why these adjustments are necessary
- reflecting on instances when their use of Turkish, English or other languages has been misinterpreted and discussing possible reasons for this

Compare their experiences of moving between Turkish and English, identifying advantages and challenges in respect to being bilingual or multilingual [Key concepts: identity, culture, communication, bilingualism; Key processes: reflecting, evaluating, comparing]

(ACLTUC045)



- reflecting on the experience of being bilingual or multilingual, discussing the benefits of knowing more than one language and considering whether moving between languages affects their sense of identity
- comparing family cultures, considering how their own upbringing has shaped their sense of identity, for example, how Turkish and Australian cultural influences are differently reflected in their daily lives, interests and social activities
- reflecting on how interacting in Turkish feels different to interacting in English and identifying elements that feel culturally specific
- considering how identity is expressed across languages and cultures, discussing the idea of belonging as expressed in different languages

Understanding

Systems of language

Elaborations

Understand the relationships between intonation and stress in Turkish, and apply this understanding to their own written and spoken language and meaning-making

[Key concepts: accent, emphasis, vowel harmony, discrimination; Key processes: understanding, recognising, applying conventions]

(ACLTUU046)



- recognising differences in the pronunciation of long and short vowels with and without accent, and understanding that the length of a vowel and accent can change meaning, as in *hala-hâlâ*, and palatalise the previous consonant, as in *kar-kâr*
- understanding sound assimilation, for example, how in words ending in *k*, the *k* softens to become *yumuşak g* (soft *g*), *ğ* before suffixes starting with a vowel, for example, *kulak – kulağ-ıma, küçük-küçüğüm*
- understanding how to use emphasis to enhance meaning, for example, using high-pitch tone and primary stress at the end of words, as in *gel'dim ya!*
- understanding how stress is usually placed on the last syllable in Turkish, except in the case of some question words, compounds and place names, such as *'Ankara, 'Türkiye* but *Bulgaris'tan, Gürcis'tan, 'hangi, 'niçin*
- applying the principles of vowel harmony and sound assimilation of consonants and grammatical knowledge to the spelling and writing of unfamiliar words, for example, suffixes such as *-cı, kapkaççı, bankacı, yolcu, oduncu*, examples of sound assimilation, *sokak+-da = sokakta, süt+-de = sütte, kebab+-cı = kebabçı, simit+-ci = simitçi*
- noticing the pronunciation of loan words, including vowels and consonant clusters, for example, *plaj, spor, tren*
- recognising the effect of non-verbal language and tone in reinforcing meaning in spoken Turkish, for example, *Buyrun! Vay be! Mahvoldum ya!, İnanmıyorum! Git yaa! Eeee, başka? Hadi be! Öf ya!*

Recognise and apply grammatical features of spoken and written language, such as verbal conjugations and nominal declensions and modifications, negative and interrogative sentence structures and subject–verb agreements
[Key concepts: word order, conjugation, marker, word endings; Key processes: discriminating, classifying, applying rules]

(ACLTUU047)



- recognising and using verb conjugations for example, 'oku-mak': *oku-r-um, oku-r-sun, oku-r oku-r-uz, oku-r-sunuz, oku-r-lar*; And *oku-yor-um, oku-yor-sun, oku-yor, oku-yor-uz, oku-yor-sunuz, oku-yor-lar*
- recognising and using nominal conjugations through adjective- and noun-making suffixes such as *(-lı, -li, -lu, -lü)* as in *kar-lı, kir-li, toz-lu..*; *(-lik, -lık, -luk, -lük)* as in *yaz-lık, göz-lük...*; *(-cı, -ci, -cu, -cü/-çı, -çi, -çu, -çü)* as in *gemi-ci, kira-cı, su-cu, çiçek-çi..*; *(-gı, -gi, -gu, -gü)* as in *sar-gı, sil-gi,..*; *(-sız, -siz, -suz, -süz)* as in *ev-siz...*
- applying the rule of great vowel harmony when adding nominal case endings *-(e), -(i), -d(e), -d(e)n* to different nouns, such as *ev-e, ev-i, ev-de, ev-den, ev-in*
- learning the correct written form of suffixes, for example, instead of using spoken/colloquial predicates such as *gelcem* or *alcan*, using the written form, *geleceğim* and *alacaksın*; instead of using *geliyom*, using the correct spelling *geliyorum*
- using the conditional marker *-s(e)* and/or the word *eğer* in compound sentences, for example, *(Eğer) yağmur yağarsa geziye gitmeyeceğiz*, comparing this with conditional verb forms in English
- using interrogative word endings in different tenses and personal pronouns, for example, *Geliyor musun? Gelecek misiniz?*
- using the negative marker *-m(a)*, as in *Ramazan Bayramı'nda tüm okullar tatile girmeyecek*, and the adverb for negation *-değil* to negate any sentences without a verb, and using appropriate suffixes as in *değil-im, değil-sin – Ramazan Bayramı'nda tüm okullar tatile girmeyecek değil mi?*
- using appropriate endings for subject–verb agreements in simple and compound sentences
- recognising different types of formal and informal honorific forms such as *Efendi, Sayın, Bey/Hanım, Amca, Teyze*
- using conjunctions and comparatives to evaluate and express opinion, for example, *-a göre, sence, hiç/çok uzun değil*
- recognising and using compound and some complex sentences
- learning basic metaphors, similes such as *aslan gibi* and common idiomatic expressions and proverbs, for example, *Damlaya damlaya göl olur, ateş pahası, nazar değmesin*
- building metalanguage to talk about grammar, using terms such as *bağlaçlar, Özne ile yüklem uyumu, -de/-da ekler, ilgi zamiri –ki, edatlar*

Understand how different types of text in Turkish, including prose and verse, create effects to suit different audiences
[Key concepts: genre, text features, imagery, register; Key processes: noticing, comparing, analysing]

(ACLTUU048)



- analysing and comparing language used in particular types of texts, for example, descriptive language in recounts or narratives, persuasive language in advertisements, humorous language in comic verse or puppet theatre plays, instructional language in recipes and manuals, expository language and factual statements in news reports
- analysing characteristic features of texts that they use and interact with in their everyday lives, for example, the use of abbreviations and emoticons in texting, rhetorical questions in advertisements, numerical terms in recipes and receipts, emotive and rhyming words in song lyrics, headings in blogs and on websites
- discussing the use of imagery in different kinds of creative or performative texts, identifying how this helps to convey meaning and engage/entertain the audience
- understanding the cultural significance of features of particular types of texts, such as forms of address and language associated with rituals or celebrations, anonymous or *Anatolian* stories in the lyrics of *türkü* songs, the use of dialogue and oaths in *Andımız*, characterisation in *Turkish Nasrettin Hoca ve diğer fıkralar*, *kukla oyunu* and *masal*, the use of *deyimler ve atasözleri* in Turkish legends and short stories
- discussing how poems or song lyrics, such as *Arkadaşım Eşşek* and *Çanakkale Türküsü*, create particular moods (*özlem ve acıma*) and tap into particular emotions by using techniques such as repetition, rhyme and direct forms of address

Language variation and change

Elaborations

Understand that spoken and written forms of Turkish both vary in terms of formality according to context, purpose and audience

[Key concepts: mode, register, respect; Key processes: noticing, comparing, identifying]

(ACLTUU049)



- understanding how language is adapted to control levels of politeness and formality and to reflect relationship, age and intention, for example, the use of the pronoun *siz* and the second plural indicator *-iz* indicates more politeness in requests such as *gelir misiniz lütfen?* compared with *gelin lütfen*
- recognising that written forms of Turkish vary depending on levels of formality and informality, for example, formal letters adopt the use of *-iz* and of titles such as *Hanım/Bey sayın* instead of *sevgili, canım*, compared to the use of first names to address family and friends in informal letters
- understanding that the use of honorifics such as *Ali Ağabey (Abi), Fatma Abla, Mehmet Amca, Mustafa Dayı, Ahmet Bey, Nazmiye Hanım* can be varied when speaking to older people who are less familiar, depending on their age and degree of closeness
- recognising characteristic differences between spoken and written forms of Turkish, for example, by identifying colloquialisms and expressions used mainly in spoken conversation, for example, the non-standard *abi* in place of the more formal *ağabey* or the use of *ya* at the beginning of spoken utterances
- knowing that meaning is shaped not only by words but also by expression, gestures and use of voice, and that these elements also vary in formal and informal language
- recognising how variations in language use reflect different feelings, moods or attitudes, for example, the respectful tone of devotional texts compared to the liveliness, humour and colour of *Nasrettin Hoca fıkraları, Temel fıkraları, Çizgi filmler, fabllar*

Understand that the Turkish language has evolved and developed through different periods of influence from other languages, cultures and changes

[Key concepts: language contact, language change, globalisation; Key processes: observing, analysing, discussing, reflecting]

(ACLTUU050)



- identifying loan words and phrases used in particular domains, such as food, music or social media, discussing how the Turkish language and associated behaviours reflect contemporary and global influences, for example, the use of *web sitesi, rap yapmak, fast food, part time, single*
- understanding causes and effects of historical developments and reforms to the Turkish language, such as changes implemented under the leadership of Atatürk and changing the script from Arabic to Latin in 1928
- understanding that languages constantly expand to include new words and expressions, due to influences such as changing technologies, digital media and intercultural exchange, for example, *e-posta, yazıcı, tarayıcı, çevrimiçi*; and that they sometimes lose terms or expressions which have no relevance to current contexts, such as *karatahta, telgraf, arzuhalci*
- identifying how loan words are incorporated into Turkish by changing the spelling to fit Turkish pronunciation and the principles of great vowel harmony, for example, *mektup, kalem, sandalye, polis*

Role of language and culture

Elaborations

Reflect on how communities' ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages

[Key concepts: culture, perspective, values, practice; Key processes: comparing, explaining, analysing, reflecting]

(ACLTUU051)



- understanding that people interpret and respond to intercultural experiences in different ways depending on their own cultural perspectives, recognising the validity of different perspectives and questioning notions of 'right' or 'wrong' ideas or behaviours
- noticing ways in which the Turkish language reflects values and traditions of Turkish communities, such as *Nazar değmesin*
- comparing superstitions across cultures, for example, *Yerde uzanan çocukların üzerinden atlama*, *Geceleyin tırnak kesilmez*, *tahtaya vurmak*, *yıldız kayarken dilek tutmak* compared to 'breaking a mirror will bring you seven years of bad luck', researching their origins and considering their relevance today
- considering how Turkish interaction patterns around familiar routines such as meal times reflect cultural practices and values associated with family life, food and social relationships, for example, *selamlaşma*, *yemek zamanı-öğünler*, *sofra adabı*
- identifying examples of Australian values and traditions reflected in ways of communicating that may not be familiar to members of other language communities, for example, ways of addressing people, behaviour and interactions around meal times

Years 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Turkish to interact by sharing ideas and experiences, for example, *23 Nisan Ulusal Egemenlik ve Çocuk Bayramında ben şiir okudum. Ramazan Bayramında dedem bana harçlık verdi.* When interacting, they show interest and respect for others by actively listening and providing feedback, for example, *Siz ne düşünüyorsunuz? Evet! Tabii ki. İlginç! Sen ne dersin?* They use action-oriented language to make shared arrangements, organise events and complete transactions. When participating in classroom and collaborative activities, they ask and respond to questions, for example, *Ben ne yapabilirim? Sen not alır mısın? Cevapları maddeler halinde yazsak daha iyi olur.* and seek clarification, for example, *Bu sayfayı mı okuyacaktık?* They use evaluative language to reflect on learning activities and to provide each other with feedback, for example, *Süper, harika, mükemmel, unutma, çok zor.* Students use specific features of pronunciation, intonation and stress when interacting. They locate, classify and compare information about their physical environment and social and cultural worlds from a range of sources in different modes. They present information about aspects of language and culture in different formats selected to suit audience and context. They respond to a range of imaginative texts by identifying and sharing opinions on key elements such as storylines, characters, messages and themes, for example, *Ben ... çok beğendim çünkü ..., ... hiç sevmedim, Çok üzücüydü,* and create and perform short imaginative texts based on a stimulus, concept or theme. When constructing texts, students use grammatical features of spoken and written language, such as negative and interrogative sentence structures, for example, *Ramazan Bayramı'nda tüm okullar tatile girmeyecek;* conjugations of verbs, for example, 'oku-mak': *oku-r-um, oku-r-sun, oku-r oku-r-uz, oku-r-sunuz, oku-r-lar;* And *oku-yor-um, oku-yor-sun, oku-yor, oku-yor-uz, oku-yor-sunuz, oku-yor-lar;* and subject-verb agreements. When writing, they apply appropriate spelling and punctuation to a range of sentence types. Students translate simple texts from Turkish into English and vice versa, identifying words that are easy or difficult to translate, and create bilingual texts and resources for their own language learning and to support interactions with non-Turkish speakers. Students identify ways in which their bilingual and bicultural experiences impact on their identity and influence how they communicate in Turkish and English.

Students apply their knowledge of vowels, consonants and suffixes to form new words, for example, *kapkaççı, bankacı, yolcu, oduncu;* *sokak+-da=sokakta, süt+-de= sütte,* and identify how vowel length and accent affect the meaning of words, for example, *hala-hâlâ* and *kar-kâr.* They distinguish between the structure and features of different types of texts and identify ways that texts create effects to suit different audiences. They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience, for example, *gelir misiniz lütfen?/gelin lütfen.* Students provide examples of influences on the Turkish language over time, including the influence from other languages and cultures, for example, *e-posta, yazıcı, tarayıcı, çevrimiçi.* They explain how language use is shaped by values and belief systems, and identify why these may be interpreted differently by speakers of other languages.

Years 7 and 8

The nature of the learners

The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. There is a need for continuity through change in relation to their language learning. Learners at this level may find themselves in classes that include learners with a range of previous experience with Turkish language-culture. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience.

Turkish language learning and use

Turkish is used for classroom interactions and transactions, for creating and maintaining classroom relationships, for explaining and practising language forms, and for developing cultural understanding. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of ICT. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts, and increasingly generate original and personal language. They compose and present more complex and varied texts, for example, media and hypermedia texts, shared stories, poetry, songs/raps, blogs, advertisements, reports and journal entries, and plan, draft and present imaginative and informative texts. They design interactive events and collaborative tasks and participate in discussions and activities. They use vocabulary and grammar with increasing accuracy, drafting and editing written work to improve structure and clarify meaning. They make cross-curricular connections and explore intercultural perspectives and experience.

Contexts of interaction

While the primary context of interaction remains the Turkish language classroom, learners are encouraged to engage in interactions with peers in Turkey and other Turkish-speaking regions of the world, including Australia, through electronic means of communication. Learners will have additional occasional access to Turkish speakers through media and community events, websites, social media and radio streaming.

Texts and resources

Learners work with a range of texts specifically designed for learning Turkish in school, such as textbooks, literary texts, videos, readers and online media resources. They also access materials created for Turkish-speaking communities, such as songs, films, magazines, advertisements and websites. They read, view and interact with a growing range of texts for a wider range of purposes, for example, informational, transactional, communicative, imaginative and expressive.

Features of Turkish language use

Learners continue to expand their range of vocabulary to domains beyond their personal experience and interests. They use a range of grammatical forms and language structures to convey more complex ideas and experiences, for example, by using reflexive, reciprocal, causative and passive verbal mood suffixes, ***Ozan yıkandı*** ve ***sonra giyindi***. (reflexive), ***Maçtan sonra arkadaşları ile buluştu***. (reciprocal), ***Dün kuaförde saçını kestirdi***. (causative), ***Bugün işten kovuldu***. (passive). They recognise and use formal and informal honorific forms, such as ***Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, abi/ağabey/abla, hoca/öğretmen, bay/bayan***, different types of reduplication for emphasis and more complex conjunctions, such as ***hem...hem de, ne...ne, - ki, ancak, yoksa, oysa, hatta, rağmen, yani, --e göre***. They use interrogative word endings and interrogative pronouns, such as ***kim, hangi, ne, kaç***, for example, ***Bu akşam bize kim geliyor? Babam kahveyi yapacak mı?*** They use different auxiliary verb forms by adding verbs such as ***etmek, kılmak*** and ***olmak*** to nouns and attaching them onto single-syllable words, for example, ***reddetmek, affetmek, kaybolmak*** but ***yardım etmek, namaz kılmak geç kalmak***. Learners develop awareness of how language structures shape textual features. They use descriptive and expressive language, including onomatopoeic and mimetic words to create particular effects and engage interest. They adopt a wider range of processing strategies and broader language knowledge when encountering unfamiliar texts, drawing increasingly on their understanding of text conventions and patterns.

Learners make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They are increasingly aware of the nature of the relationship between languages and cultures, noticing, for example, values such as family commitment and respect expressed in cultural practices as well as embedded in Turkish grammatical and vocabulary systems. They reflect on the nature of bicultural and intercultural experience, on how languages change in response to social and cultural change, and on their individual identities as users of two or more languages in a multicultural social context.

Level of support

Particular support is required at this stage of learning to manage the transition to secondary schooling and to encourage continued engagement with language learning. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and more challenging tasks. Learners require continued scaffolding, modelling and material support at paragraph and whole-text level for written language and for developing fluency and accuracy in spoken language. They are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in various contexts. They are encouraged to engage more critically with resources such as websites, dictionaries, translating tools and other language resources designed to enrich their receptive and productive language use.

The role of English

Turkish is used in more extended and elaborated ways, and English is used when required for comparison or for explanations that are more easily articulated in English. Opportunities to express ideas and feelings, exchange opinions and manage shared learning experiences increasingly involve 'cultural' as well as 'linguistic' choices, personal and social elements as well as grammatical ones, such as making decisions about the use of titles and polite prefixes. At this stage, learners can move from the ***what*** considerations to the ***why*** and ***how*** questions: from noticing that language and communication are culturally shaped to thinking about the values, experiences and perspectives which lie inside these cultural differences, and about how these impact on their own experience as they move between linguistic and cultural systems.

Years 7 and 8 Content Descriptions

Communicating

Socialising	Elaborations
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Initiate and sustain a range of spoken and written social interactions and personal reflections, including discussion of their experiences as members of different friendship groups or language communities

[Key concepts: communication, friendship, perspective; Key processes: discussing, comparing, responding]

(ACLTUC052)



- engaging in face-to-face or online discussions of experiences such as travel, using social media, being part of different friendship or interest groups, or using Turkish and English in different contexts
- recounting significant events or milestones in their lives as members of a multicultural society, for example, *Türkiye'ye ilk ziyaret, Avustralya'ya ilk geliş, sünnet düğünü*, comparing with those of their peers and identifying commonalities or differences
- comparing aspects of their personal worlds, such as home, school and social lives, including their use of different languages and involvement in different cultural practices, for example, *aile yaşamı, düğünler, batıl inançlar, misafirperverlik (konukseverlik)*
- sharing opinions about issues of shared interest, such as parental expectations or peer pressure, identifying points of consensus or disagreement
- acknowledging others' ideas and opinions and indicating agreement or disagreement in non-judgemental ways, for example, *Sana katılıyorum ama... Seninle tamamen aynı fikirdeyim. Sana katılmıyorum çünkü... Ben aynı fikirde değilim*
- contributing to online forums that invite discussion of shared interests from different contexts and perspectives, for example, *moda, diyet, müzik, dans, spor*

Engage in shared activities in real or imagined situations that involve planning, transacting, negotiating, and taking action

[Key concepts: negotiation, planning, responsibility, collaboration; Key processes: discussing, selecting, designing]

(ACLTUC053)



- negotiating solutions to perceived problems in particular contexts, by discussing ideas, considering options, making concessions or finding ways to reach agreement, for example, *Bana göre ... Diğeri bence daha uygun, Nasıl bir yol izleyelim? Sen karar ver.*
- planning a demonstration, performance or celebration that involves cultural elements that require explanation and interpretation for the intended audience, discussing how to do this most effectively
- preparing for activities that combine linguistic and cultural elements, such as an excursion to a Turkish exhibition, performance, restaurant or community event, by rehearsing appropriate language forms and behaviours
- negotiating roles and responsibilities for the filming and editing of a short documentary on shared cultural experiences, for example, migration stories, visiting Turkish markets, participating in a henna ceremony
- supporting younger learners of Turkish, for example, by developing learning resources or peer mentoring schemes, discussing the best use of their shared skills and capabilities
- working together to design a web page to support information exchange between themselves and young Turkish-speakers in different contexts

Interact with peers and teachers to complete learning activities and to support their own and others' learning, by managing debate and discussion, checking understanding and reflecting on their learning

[Key concepts: collaboration, response; Key processes: discussing, responding, providing feedback]

(ACLTUC054)



- contributing to discussion and debate by expressing opinions, listening to alternative perspectives and responding appropriately, for example, *inanıyorum ki, bana kalsa, anlıyorum ama katılmıyorum, bence, aynı fikirde değilim*
- interacting constructively at different stages of collaborative learning, for example, by asking for clarification, *açıklar mısınız? Tekrar eder misiniz? Ne demek istiyorsun?*, providing feedback, *çok güzel, çok iyi çalıştık* and reflecting on completion of the task, *Bir dahaki sefere böyle yapalım, Bitti, çok rahatladık*
- managing interactions with peers in activities such as games, tasks or competitions by taking turns, adopting different roles or responsibilities and providing encouragement or feedback
- using language of comparison, reflection and evaluation in relation to their individual or shared learning experiences, for example, *Türkçe öğrenmek İngilizce öğrenmekten daha kolay. Bu sorularda çok zorlandım. Hem tekrar ederek hem yazarak öğreniyorum.*

Informing

Elaborations

Access, collate and analyse information from different print, digital and visual sources to develop deeper understanding of events, personalities or circumstances

[Key concepts: data, context, representation; Key processes: researching, comparing, analysing, presenting, profiling]

(ACLTUC055)



- researching, recording, comparing and representing statistics related to Turkish and Australian lifestyles, for example, *nüfus* and *yüzölçümü*, *iklim*, *evcil hayvan edinimi*, *kadın ve erkeğin iş hayatındaki yeri*, *popüler faaliyetler*
- collating information from different sources about historical events or famous people to re-present in different formats, for example, an annotated timeline of events, such as *Cumhuriyetin kuruluşu*, *Çanakkale Savaşları*, *Kıbrıs Barış Harekatı*, or a multimedia profile of a famous Turk, such as *Atatürk*, *Yunus Emre*, *Mimar Sinan*, *Sabiha Gökçen*, *Evliya Çelebi*, *Piri Reis*
- classifying details abstracted from a range of texts on a selected topic, such as schooling in Turkey or regional cultural celebrations, identifying terms and representations that have particular cultural significance, for example, *bayramlar*, *sünnet düğünü*, *kınalar*, *köy düğünleri*
- collecting information from a range of print and online resources to build reference materials for their own project work or class discussion, classifying information according to topics or concepts
- summarising and annotating information accessed via the internet, teen magazines and personal communications on youth-related issues and interests, such as *müzik*, *sanal zorbalık*, *spor*, *sosyal medya*, *moda*, *seyahat*
- researching aspects of young people's lifestyles across Turkish-speaking cultures and contexts, identifying and comparing the influence of factors such as geography, climate, social and community environments
- analysing information that reflects different perspectives on the contribution of important figures from different times, such as the influence of *Nene Hatun*, *Fatih Sultan Mehmet*, *Kanuni Sultan Süleyman*, *İbni Sina*

Present information and personal perspectives on issues of local or global interest, using a range of spoken, written and multimodal forms

[Key concepts: action, experience, cultural expression; Key processes: summarising, reporting, comparing, presenting]

(ACLTUC056)



- presenting information gathered from different media sources to raise awareness or invite action on social or community issues, such as *Avustralya'da Türkçenin önemini vurgulayan çalışmalar, sağlıklı yaşam, çevre kirliliği*, combining elements such as print, sound, visual images and hyperlinks
- reporting on *good news* items, such as successful fundraising activities, academic or sporting achievements, for example, via posts on the school website or segments on local radio
- creating a shared database of information produced in different media which reflects Turkish lifestyles over different times and contexts, classifying material in terms of domains such as fashion, family, leisure, sport, work
- creating shared reference resources to support class projects on different topics, classifying information according to concepts, such as *sağlık, çevre, fen, coğrafya, turizm*
- combining modes of presentation such as displays, videos or music to present an overview of cultural themes such as *aile yaşamı, misafirperverlik, evlilik*
- creating an interactive multimodal text that presents elements of a significant cultural experience or event to share with other learners of Turkish, for example, *köy düşünü, misafirperverlik*

Creating

Interpret and compare representations of values, characters and events in a range of traditional and contemporary imaginative texts

[Key concepts: theme, representation, values, concept; Key processes: comparing, analysing, identifying; Key text types: cartoons, song lyrics, stories, films]

(ACLTUC057)



Elaborations

- comparing representations, values and social commentary represented in current TV programs or song lyrics with those conveyed in traditional short stories such as *Kaşığı* or *Eskici*, and novels such as *Çalıkuşu* or *Hababam Sınıfı*
- discussing television series or songs, such as *Türk dizileri, Türkçe pop, şarkılar ve türküler*, identifying either shifts in social or cultural attitudes from those reflected in traditional texts, such as *efsane*, or evidence of continuing values across time
- identifying concepts such as courage, loyalty or social justice portrayed in traditional texts through characters such as *Köroğlu, Çakırcalı Efe, Karacaoğlu*, discussing their relevance to today's society
- assuming the persona of a character from a favourite contemporary novel or film and then adapting it to an earlier time or context, noticing changes required to language forms and expression
- comparing representations of traditions and beliefs across cultures through visual and performing arts, for example, by comparing several living traditions present in Australia, including those associated with cultural and artistic expression of Aboriginal and Torres Strait Islander Peoples

Present, reinterpret or create alternative versions of songs, images or stories, adapting events or characters to different modes or cultural contexts

[Key concepts: creativity, characterisation, imagination, emotion; Key processes: adapting, composing, performing; Key text types: sketches, drama, songs, stories, cartoons]

(ACLTUC058)



- collaborating with peers to create imagined scenarios between contemporary versions of characters or events encountered in traditional Turkish literature or songs
- selecting an imaginative text that they enjoy, such as a poem or song, and adapting it to a different text genre, such as a rap or children's story
- planning and performing a short play for younger learners of Turkish, which contains references to favourite stories or legends
- adapting a popular contemporary or traditional song to suit a different audience or context, for example, *Süt içtim dilim yandı*, *Mavi Boncuk*, *Sev kardeşim*, *Domates biber patlıcan- Barış Manço*
- creating and performing skits that respond to stimulus themes and involve characterisation, context and dramatic tension, for example, *kuşak çatışması*, *zeka oyunları*
- creating an additional scene, new character or alternative ending that adds suspense or a twist to a familiar story, drama or film script

Translating

Elaborations

Translate and interpret short texts from Turkish into English and vice versa, comparing versions and considering how to explain elements that involve cultural knowledge or understanding

[Key concepts: meaning, equivalence, culture, translation;
Key processes: translating, approximating, explaining, comparing]

(ACLTUC059)



- identifying language associated with cultural categories such as *aile hayatı*, *kıyafetler* or *batıl inançlar* encountered when translating short texts from Turkish into English, noticing when expressions require explanation as well as translation
- paraphrasing words or expressions that require cultural knowledge of events such as *bayram* or personal celebrations, such as *sünnet* and *kına gecesi*, noting the dangers of literal translation, for example, *çay, kahve alır mısın?* instead of *çay, kahve içer misin?*
- translating short excerpts of folktales, stories, songs or plays into English, demonstrating how cultural elements cannot be translated literally, for example, the opening rhymes of *Bir varmış, bir yokmuş*; vocabulary such as *Evvel zaman içinde, kalbur saman içinde, pireler berber, develer tellâl iken ben anamın beşiğini tıngır mıngır salları iken*; or the closing rhymes of stories such as *Gökten üç elma düşmüş, biri masalı anlatana, biri dinleyene, biri de bütün iyi insanlara*
- comparing translations of fairytales such as *Snow White*, *Little Red Riding Hood* and *Cinderella* into Turkish, noticing challenges related to the use of tenses, such as *-miş'li Geçmiş Zaman*, to vocabulary equivalence and to the translation of cultural elements
- comparing their own translations of short texts with those of their classmates, then comparing both to versions produced by digital or electronic translators, discussing reasons for variations and discrepancies
- interpreting for a guest speaker to their class or wider school community, explaining cultural references and reflecting on their significance in terms of effective intercultural communication
- identifying and interpreting examples of colloquialisms, slang and idioms typically used by young people, such as *fırça çekmek*, *tuzlu*, *kafa ütölemek*, *cebi delik*

Produce short bilingual texts such as digital stories, comics, blogs and contributions to newsletters or websites which capture the experience of 'living between languages'

[Key concepts: equivalence, interpretation; Key processes: explaining, creating, selecting, glossing, translating]

(ACLTUC060)



- contributing posts to websites or online forums which provide examples of challenges involved in bilingual communication, for example, by glossing Australian expressions, such as 'to cost an arm and a leg', 'to barrack for', 'bush tucker', 'snags' and 'good on you!'
- creating menus or programs for Turkish-themed events, with key items/information in Turkish and explanatory footnotes/glossaries in English
- creating subtitles, captions or commentaries for texts such as video clips, displays or slide shows which introduce the school community to significant aspects of Turkish culture, such as *Ramazan/Kurban Bayramı*, *19 Mayıs Gençlik ve Spor Bayramı*, *Cumhuriyet Bayramı*, *yayla festivalleri*
- creating glossaries for friends and relatives in other Turkish-speaking countries to explain aspects of Australian lifestyles and terminology, for example, the use of abbreviations and colloquialisms such as 'barbie', 'arvo', 'brekkie', 'g'day', 'fair dinkum' or 'No worries!'
- creating humorous bilingual texts, such as comics, stories or dialogues between Turkish-speaking characters in Australia, highlighting challenges associated with the experience of 'living between languages'

Reflecting

Consider their use of Turkish and English in different contexts, considering how their choices position them as intercultural communicators

[Key concepts: code-switching, code-mixing, intercultural communication; Key processes: monitoring, analysing, reflecting]

(ACLTUC061)



Elaborations

- reflecting on the experience of learning their home language in the school context, for example, by identifying elements that provide new challenges, such as having to adopt the standard form of Turkish as opposed to colloquial or regional varieties used at home
- drawing on their bilingual/multilingual experience to identify elements of successful intercultural communication, such as being aware of differences in expectations, recognising and responding to signals of misunderstanding, switching between Turkish and English when it helps communication
- providing examples of interactions that 'work' better in Turkish than they do in English and vice versa, for example, *duygular*, *saymak*, discussing why this might be the case
- considering how they adjust their ways of communicating in Turkish or English when interacting with people such as elders, friends of the same or different gender, people in authority, small children or close relatives
- keeping a journal of humorous, satisfying or challenging experiences associated with learning and using Turkish, noting personal reactions and reflections over time and insights gained into their own communicative behaviour

Consider how their personal biography, including family origins, traditions, interests and experiences, shapes their sense of identity and influences their ways of communicating
[Key concepts: bilingualism/multilingualism, culture, identity; Key processes: reflecting, analysing, comparing]

(ACLTUC062)



- creating written, spoken and multimodal texts, such as digital profiles, identity maps, timelines or journals, to describe significant milestones in their lives, and influential people, events or experiences that have helped shape their sense of identity
- analysing elements of their individual identity which reflect bicultural or multicultural experience and influences, for example, *arabesk/pop/özgün/türkü, halay, moda, giyim tarzı, kitap zevki, eğlence tarzı, yemek çeşitleri, futbol takımları*
- reflecting on their ways of communicating and expressing identity across home, school and social contexts, considering reasons for variations they notice
- reflecting on how their ways of communicating might be perceived by other people, such as teachers, friends or strangers, for example, how they communicate, switch between languages or use body language
- talking about what they mean by *identity*, comparing their own and others' understandings of the concept

Understanding

Systems of language

Recognise and use appropriate features of Turkish sound and writing systems to produce texts that include specialised and less familiar language
[Key concepts: vowel elision, rhythm, stress; Key processes: identifying, experimenting, applying]

(ACLTUU063)



Elaborations

- recognising the vowel elision rule in two-syllable words and how this is related to suffixes, for example, *burun-burnu, beyin-beyni, göğüs- göğsü, karın-karnı* and *oğul-oğlu*
- understanding sound assimilation in spoken Turkish which does not exist in the written form, for example, the written word *onbaşı* is pronounced *ombaşı*, *herkes* is pronounced *herkez* and *eczane* is pronounced *ezzane*
- learning pronunciation of vowels and consonant clusters in loan words, for example, the stress and pronunciation of vowels in *mükemmel* and consonant clusters *tr-* in *tren*, *-ks-* in *faksla* and *sp-* in *spor*, *pl-* in *plaj*
- identifying the different use of homophones in Turkish, learning how these affect meaning in sentences, for example, *gül, yüz, dolu, ben, aç* and *çay*
- experimenting with rhythm and tempo in recitation of poems and ballads, developing understanding of the function of stress and applying it to unfamiliar words and phrases in more complex sentences and texts
- developing a glossary of ICT terms and using the terms in their own texts, for example, *bilgisayar, fare, yükleme/indirme, ağ, e-posta, bilgisayar korsanı, yazıcı and aktarma, sanal alem*

Understand and use grammatical forms and structures such as reduplication, auxiliary verbs, particles and honorific forms, using metalanguage to identify or explain forms, structures and parts of speech

[Key concepts: verb mood, reduplication, honorific forms; Key processes: understanding, applying rules)

(ACLTUU064)



- recognising and using reflexive, reciprocal, causative and passive verbal mood suffixes in simple sentences, for example, *Ozan yıkandı ve sonra giyindi* (reflexive), *Maçtan sonra arkadaşı ile buluştu* (reciprocal), *Dün kuaförde saçını kestirdi* (causative), *Bugün işten kovuldu* (passive)
- using verb conjugation in different tenses to form new words and phrases, for example, *açıkladım*, *açıklayacaklar*, *iyi açıklıyor*
- learning the conditions that apply to using familiar and formal second person singular forms *-n* and *-n(i)z*, for example, *yemeğin hazır*, *yemeğiniz hazır* and second person pronouns, *sen* and *siz*
- understanding and using the three types of reduplication for emphasis, for example, emphatic reduplication, *kapkara*, *upuzun*, *-m* reduplication, *çirkin mirkin*, *Selma'yı Melma'yı görmedim* and doubling, as in *yavaş yavaş*, *ikişer ikişer*, *koşa koşa*, *ağlaya ağlaya*
- learning to use more complex conjunctions, such as *hem... hem de*, *ne... ne*, *ki*, *ancak*, *yoksa*, *oysa*, *hatta*, *rağmen*, *yani*, *-e göre*
- using different types of formal and informal honorific forms, such as *Bey/Hanım*, *Amca/Teyze*, *Efendi*, *Ağa/Hanımağa*, *Sayın*, *abi/ağabey/abla*, *hoca/öğretmen*, *bay/bayan*
- using a range of interrogative word endings and more complex interrogative pronouns, for example, *Babam kahveyi yapacak mı?* *Sunumu beraber yapıyor muyuz?* *Ne kadar uzun olsun?* *Yaklaşık otuz santim*
- using compound and complex sentences, for example, *Ayşe telefonda konuşur ve bilgisayarda oyun oynar*, *Ama Zeynep ne telefonda konuşmaktan ne de bilgisayarda oyun oynamaktan hoşlanır*
- recognising a wider range of idiomatic expressions and using a variety of phrases to discuss opinions
- developing metalanguage for identifying and explaining different types of adverbs, adjectives and sentence structures relating to grammatical functions, such as predicates, subjects and objects
- learning how to use different auxiliary verbs formed by adding verbs such as *etmek*, *kılmak*, *kalmak* and *olmak* to nouns and attaching them to single-syllable words, for example, *reddetmek*, *affetmek*, *kaybolmak* but *yardım etmek*, *namaz kılmak*, *geç kalmak*

Understand the influence of purpose, audience and context on the structure and organisation of texts, and apply this understanding to interpret unfamiliar texts

[Key concepts: genre, tenor, audience; Key processes: identifying, classifying, explaining]

(ACLTUU065)



- applying their understanding of key features of familiar types of texts to understand unfamiliar content, for example, in public announcements, commercials, print advertisements or itineraries
- creating and comparing their own examples of particular text types, such as horoscopes, prayers or weather forecasts, explaining their choice of particular language and text organisation
- recognising the format of different Turkish texts and stylistic conventions, such as *resmi ve kişisel mektupta hitap, selamlama, adres ve imza, konuşmada hitap*, identifying how these vary according to context, purpose and intended audience, and applying the conventions in their own spoken and written texts
- demonstrating how texts achieve cohesion, for example, by using elements such as paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, *konu cümlesi, giriş, gelişme ve sonuç paragrafları, 'Öncelikle, Sonuç olarak, Bu yüzden' gibi bağlaçlar*
- analysing unfamiliar texts to establish register, for example, by identifying words and expressions that suggest degrees of formality, audience and context, such as, *siz/sen, sayın, saygıdeğer, müstakbel, beyefendi/hanımfefendi*, the use of first person diminutives, *c(i)ğ(i)m (anneciğim)* with *bey (bey amcacığım or hanım teyzeciğim)* and with *canım (canım teyzeciğim), kuzucuklarım* and *canım kuzucuklarım*

Language variation and change

Elaborations

Understand the nature of regional and national variations in language use and that language varies according to context, mode of delivery and relationship between participants

[Key concepts: language variation, context, mode, audience, diversity; Key processes: identifying, comparing, explaining]

(ACLTUU066)



- recognising the diversity of Turkish speakers around the world and of regional and national variations that involve accents, dialects and vocabulary, for example, the word *geliyorum* is *gelirem* (Azerbaijan), *gelikene* (Western Thrace), *celiyrum/geliyem/geliyom* (Black Sea/South East Anatolian Region/North Cyprus)
- recognising features of language used in different texts which identify the purpose for which it is intended and the audience it is aimed at, for example, *beğenmiyorum, hiç beğenmedim, bana yaramaz, iğrenç bir şey!*
- explaining differences in style and register between different texts, for example, *futbol maçındaki tezahürat: En büyük Fener başka büyük yok! Şampiyon Galatasaray! Beşiktaş sen çok yaşa! compared to Okul karnesi: Murat bütün ödevlerini zamanında tamamladı, Değerli misafirler, bugünkü toplantımızda gençlerimizin sorunları hakkında konuşacağız*
- analysing samples of language from different media texts, for example, *haber programları, çocuk ve gençlik programları* and *Türk dizileri*, to demonstrate the influence of factors such as age, gender, social position and regional variation on language use and text composition
- collecting and comparing language samples that show how people vary their language based on their relationships with others, different situations, social status and ethnic background, for example, language used by teachers and students at school, politicians' speeches
- analysing how Turkish proverbs and idioms are used differently in different text types and modes of delivery, for example, *fıkralar, hikayeler, mektuplar* or *resmi konuşmalar*
- noticing variations in language use according to context and relationship, for example, by identifying differences in exchanges in English, such as 'apologies for any inconvenience caused', 'not at all', 'sorry mate', 'no worries' and Turkish, *Kusurumuza bakmayın lütfen, Çok özür dilerim anneciğim, Rica ederim, Lafı mı olur? Ne olur affedin beni! Sürç-i lisan ettiyse affola! Yemin ederim*

Understand how their own use of Turkish in social, school and community contexts has changed over time, discussing reasons for changes or adaptations

[Key concepts: language change, expression, experience, context; Key processes: reflecting, monitoring, analysing]

(ACLTUU067)



- identifying changes in their ways of communicating in Turkish as a result of influences such as social media, popular culture, technology and intercultural experience, for example, the use of acronyms, emoticons, 'selfies' in text messaging, and of abbreviations such as *nbr* (*ne haber*), *tmm* (*tamam*), *slm* (*selam*), *kib* (*kendine iyi bak*), *bye* (*güle güle*) and *aeo* (*Allaha emanet ol*)
- reflecting on how their use of language develops as they grow older and as they communicate in different contexts, with different people, for different purposes, discussing how speaking more than one language provides additional resources for making meaning
- monitoring their own and others' use of new forms of language, behaviour and self-expression across different contexts such as school and social worlds, including virtual forms of communication
- investigating changes in their use of Turkish in wider contexts, for example, as a result of increased exposure to Turkish-language media in Australia, comparing the language used in various television dramas to their own use of the language in daily life

Role of language and culture

Elaborations

Understand that language is not neutral and that its forms and usage reflect cultural values, ideas and perspectives

[Key concepts: culture, the power of language, language change, metalanguage; Key processes: discussing, reflecting, analysing, comparing]

(ACLTUU068)



- sharing understandings of what culture is and of how it relates to language and to identity, using statements such as *Kültür ... demektir, Kültür ... oluşur, Kültür ve dil bir milletin en önemli özelliklerindendir, Kültür dili, dil kültürü yaratır*
- drawing on their own experience of using Turkish, English and other languages in different contexts to consider how language can make people feel powerful or weak, can feel inclusive or exclusive
- noticing how their choice of language such as forms of address, use of adjectives, nouns or pronouns when interacting in Turkish both influences and reflects relationships with people and attitudes and values
- experimenting with 'reading between the lines' of unfamiliar texts such as news reports or speeches to identify values or attitudes that underlie the text, for example, editorials or news reports from different cultural contexts
- identifying changes in ways of communicating in Turkish or English in today's society that reflect changes in cultural and social practices, for example, *Allahı anımladık/hoşça kal! Allaha emanet ol/İyi yolculuklar*
- developing language for thinking and talking about cultural expression and representation, for example, *bakış açısı, değerler, görüntü, klişe, dahil etmek, dışında bırakmak*
- identifying how words, expressions and actions reflect relationships and social hierarchies, such as the use of titles such as *bey/hanım, ağa/hanımağa, usta, çırak, muavin, yardımcı, paşa, öğretmen, hoca*, and considering how concepts such as *respect or hierarchy* are expressed in English

Years 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Turkish to initiate and sustain social interactions and to reflect on their experiences. They exchange ideas on topics such as *Türkiye'ye ilk ziyaret, Avustralya'ya ilk geliş* and offer and justify opinions, for example, *Sana katılmıyorum çünkü..., Seninle tamamen aynı fikirdeyim*. Students use action-related and spontaneous language to engage in shared activities that involve planning, transacting, negotiating and taking action, for example, *Bana göre... Diğeri bence daha uygun, Nasıl bir yol izleyelim? Sen karar ver*. They use reflective and evaluative language to support their own and others' learning, for example, *Türkçe öğrenmek İngilizce öğrenmekten daha kolay, Bu sorularda çok zorlandım, Hem tekrar ederek hem yazarak öğreniyorum*, and to manage discussion and debate, for example, *inanıyorum ki, bana kalsa, anlıyorum ama katılmıyorum, bence, aynı fikirde değilim*. When interacting, they apply pronunciation, rhythm and intonation in spoken Turkish to a range of sentence types. Students locate, collate and analyse information from a variety of texts to develop a deep understanding of events, personalities or circumstances. They convey information, ideas and perspectives on issues of interest in different modes of presentation using specialised and less familiar language. They respond to traditional and contemporary imaginative texts by interpreting and comparing how values, characters and events are represented and present, reinterpret or create alternative versions of imaginary texts in different modes. When creating texts, they use a variety of verb tenses and moods, for example, *Ozan yıkandı ve sonra giyindi, Maçtan sonra arkadaşı ile buluştu. Dün kuaförde saçını kestirdi, Bugün işten kovuldu*; reduplication, for example, *kapkara, upuzun, çirkin mirkin, Selma'yı Melma'yı görmedim*; doubling, for example, *yavaş yavaş, ikişer ikişer, koşa koşa, ağlaya ağlaya*; auxiliary verbs, for example, *reddetmek, affetmek, kaybolmak*; particles and honorific forms, for example, *Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, abi/ağabey/abla, hoca/öğretmen, bay/bayan*. They translate and interpret texts from Turkish into English and vice versa, compare their versions and explain cultural elements. They produce short multimodal resources in Turkish and English that reflect the bilingual experience. They reflect on their own bilingualism, on the importance of language in intercultural communication and how their own biography contributes to their sense of identity and influences their ways of communicating.

Students identify and apply features of the Turkish sound and writing system to convey meaning in a range of texts, including identifying when sound assimilation in spoken Turkish does not exist in the written form, for example, *onbaşı/ombaşı, herkes/herkez and eczane/ezzane*. They use metalanguage to identify and explain different types of adverbs, adjectives and sentence structures relating to grammatical functions, such as predicates, subjects and objects. They explain how structure and organisation of texts depend on the context, audience and purpose of the exchange, for example, *beğenmiyorum, hiç beğenmedim, bana yaramaz or iğrenç bir şey!* They identify and explain regional and national variations in language use and how language use also varies according to context, mode of delivery and relationship between participants. They explain how and why their own use of Turkish has changed over time and depends on context. They explain how cultural values, ideas and perspectives are embedded in language use and communication styles.

Years 9 and 10

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 and use 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 frames impacts continually on the process of identity construction. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, choices they make in relation to linguistic and social practices. These processes are fluid and context-responsive and impact on learners' engagement with both Turkish and English language learning.

Turkish language learning and use

This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication, for example, digital and hypermedia, collaborative performance and group discussions. Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners use Turkish 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 wider range of texts and experiences. They use language in different contexts more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their written language 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

Learners interact with peers, teachers and other Turkish speakers in immediate and local contexts, and with wider Turkish-speaking communities and cultural resources via virtual and online environments. They may participate in community events, such as film or cultural festivals, intercultural forums or exchange travel opportunities.

Texts and resources

Learners use an extensive range of texts and materials designed for in-class learning of Turkish, such as textbooks, literary texts, teacher-generated materials and online resources. Learning is enriched by exposure to authentic materials designed for or generated by young Turkish speakers, such as blogs, video clips, discussion forums, television programs or newspaper features. Learners are encouraged to source additional materials to support their own learning, share them with peers, and pursue personal interests in aspects of Turkish language and associated cultures.

Features of Turkish language use

Learners extend their grammatical knowledge to a range of forms and functions that give them control of more complex elements of text construction and word formation. They analyse functions of affixation through the identification of adverbial, adjectival and noun phrases, for example, by recognising how some adverbs derived from verbs and adverbial phrases modify time and manner of action, for example, the adverb **-erek/-arak**, as in **Koşarak geldi, gülerek gitti**; adding the suffix **-ce/-ca** to the adjective as in **dikkatlice** and **hızlıca**. They analyse the use of optative endings, **-(y)eyim**, **-(y)elim**, **-(y)in** and **-sin** in first person, for example, **alayım**, **alalım**, **alın**; and **alsın** in different tenses and in sentences to express a request; and distinguish between the use of the progressive form **-(i)yor** and the simple present **-(i)r** and past tense **-d(i)** of verbs that describe actions and the evidential past perfect tense **-miş**, as in, **gelmiş** and **gitmiş** and **uyuyormuş**. Their 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 learning experiences and performance. Learners recognise, analyse and construct different types of texts for different purposes and audiences. Task characteristics and conditions at this level are more complex and challenging, involving collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Elements of learning experiences involve interpreting, creating, evaluating and performing. Text types such as media resources, fiction and nonfiction 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 in turn are shaped 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 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 their ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop a 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 interculturally appropriate ways.

Level of support



While learners are increasingly less reliant on the teacher for support during communicative interactions, continued support, such as provision of rich language input and modelled language, is needed to consolidate and sustain language development. The teacher provides both implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, situations and learning experiences, and explicit instruction and explanation in relation to complex structures, grammatical functions and abstract concepts and vocabulary. Provision of opportunities to discuss, clarify, rehearse and apply their knowledge is critical in consolidating knowledge and skills and developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback, through peer support and self-review.

The role of English

Learners and teachers use Turkish as the primary medium of interaction in language-oriented and content-oriented tasks. English is sometimes used for comparative analysis and for discussion or explanation that involve concepts more easily articulated in English. Learners are supported to reflect on the different roles English and Turkish play in their academic work and in their conceptual development

Years 9 and 10 Content Descriptions

Communicating

Socialising	Elaborations
<p>Exchange ideas, opinions and aspirations , comparing views, preferences and responses to different experiences, noting commonalities and differences</p> <p>[Key concepts: values, environment, social worlds, aspirations; Key processes: discussing, comparing]</p> <p>(ACLTUC069)</p> 	<ul style="list-style-type: none"> • exploring concepts related to their own and each other's social worlds, such as equity, the environment, popular culture or gender roles, explaining their views in terms of values and expectations • interviewing each other about their opinions on effective communication, focusing on issues such as their use of social media and of different languages in different contexts • using electronic media to communicate with young people in other contexts, discussing aspects of their social lives, such as the importance of popular culture, friendship groups and interests • using social media to document their social, cultural and intercultural experiences, for example, by posting a weekly blog to share with others • comparing aspirations in relation to social, educational and professional futures, including consideration of the role languages will play in these projections, for example, <i>Türkçe öğretmeni olmak istiyorum. Doktor olunca Türkçe konuşmak çok yararlı olacak</i>
<p>Participate in activities that involve taking action, transacting, problem-solving, negotiating and managing different opinions and perspectives</p> <p>[Key concepts: action, awareness, problem-solving; Key processes: planning, designing, transacting, discussing]</p> <p>(ACLTUC070)</p> 	<ul style="list-style-type: none"> • organising an event, such as an information evening or social media forum to raise awareness of community, environmental or ethical issues, such as the importance of learning languages, social harmony or waste management, brain-storming and allocating roles and responsibilities • transacting for real or hypothetical goods and services, for example, reviewing online shopping sites, discussing issues such as value, availability, competition and ethical sourcing • solving problems that arise during collaborative learning experiences by discussing ideas, weighing up alternatives and negotiating shared decisions • conducting simulated job interviews as either the employer or prospective employee, observing expected professional protocols, for example, <i>İş deneyimlerinizden bahseder misiniz?</i>

Ask and respond to questions that invite reflection, analysis and comparison of experiences, for example, as learners and users of Turkish in and out of school

[Key concepts: meaning, analysis, language learning; Key processes: elaborating, responding, comparing, recording, evaluating]

(ACLTUC071)



- responding to questions that encourage reflection and require the use of elaborated and evaluative language, for example, how meanings can be interpreted or misinterpreted by others, with particular reference to their experience of moving between Turkish and English
- asking each other questions that require the use of analytical or comparative language in response, for example, *okuduğunuz metindeki bu düşünce izlediğiniz filmde nasıl işlenmiştir? Hangi dilde duygularını daha rahat ifade ediyorsun*
- documenting their experience of learning and using Turkish in the school context, for example, by maintaining a reflective journal that records responses to stimulus questions such as *Türkçe'yi daha farklı ortamlarda rahatça kullanabiliyorum*
- using evaluative language to acknowledge elements of others' arguments or to challenge ideas in a respectful manner, for example, *Bazıları böyle düşünse de ben tamamen farklı düşünüyorum*

Informing

Research, synthesise and evaluate information on a selected subject from a range of perspectives and sources, identifying how culture and context affect how information is presented

[Key concepts: perspective, context, culture; Key processes: comparing, analysing, explaining]

(ACLTUC072)



Elaborations

- distinguishing between fact and opinion in texts such as newspaper articles and media reports, using critical analytical skills and textual knowledge to recognise elements such as bias and perspective
- comparing and evaluating information presented on a particular subject by authors writing from different perspectives and contexts, for example, from a mainstream newspaper editorial or an online personal blog
- analysing how spoken, written and digital texts convey cultural as well as factual information, for example, by identifying priorities and perspectives in regional news headlines, local community announcements, advertisements or notices in public spaces such as *Bergama'daki çevre problemi*
- comparing advertisements for the same product in different languages, such as *Türkiye ve Avustralya'daki cep telefonları, Yiyecek ve içecek ya da yemek reklamları arasındaki fark*, discussing why particular language or images have been selected and distinguishing between culture-specific and universal representations and interests
- analysing reports of an event from different media sources to identify variations in perspectives and interpretations, for example, *Gelibolu'nun Avustralya ve Türkiye açısından önemi*

Present information related to social and cultural issues or events of interest to their peer group, using different modes and formats to capture different perspectives

[Key concepts: lifestyle, text production, perspective; Key processes: composing, summarising, presenting]

(ACLTUC073)



- designing texts such as video clips, memes or magazine covers to draw attention to an issue of concern to their peer group, such as *kadın hakları*, *hayvan hakları*, *küresel ısınma*, *geri dönüşüm*, *enerji birikimi*, discussing selection of the most effective language, images and cultural references
- creating digital presentations to report on events such as a Turkish Film Festival, Tulip Festival, coffee festival or theatre production, including excerpts from interviews with actors, singers or directors
- summarising and presenting information relating to topics or themes studied in other curriculum areas, using different modes of presentation to cater for different learning styles
- creating digital clips or social media posts designed to persuade, dissuade, inform or inspire, for example, *sağlıklı yaşamı destekleyen posterler*, *doğal felaketler için yardım kampanyası*, *seyahat broşürü*, *geri dönüşüm*
- writing reviews or creating commentaries of an event such as a World Cup soccer match, music festival or street fashion show, selecting details likely to be of most interest to their peers

Creating

Elaborations

Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence

[Key concepts: humour, effect, mood, composition; Key processes: analysing, comparing, narrating; Key text types: film, poetry, drama, carpets]

(ACLTUC074)



- analysing humorous texts, such as *Hababam Sınıfı*, *Temel fıkraları*, *Nasrettin Hoca Fıkraları*, *karikatürler*, identifying techniques used to engage and amuse the audience, considering whether the humour would 'travel' if translated into English
- exploring how the use of rhythm, rhyme, imagery and metaphor, for example, in *şiiirler*, *maniler*, *türküler*, *tasavvuf müziği*, create effects that reflect cultural traditions and values
- identifying features of traditional forms of literature, for example, meter, the use of repetition, identification of the composer in a refrain, as in *halk şiiiri veya türküsü*, comparing with characteristic features of more contemporary literature, such as poems by *Ümit Yaşar Oğuzcan* or *Atilla İlhan* or novels by *Ayşe Kulin* or *Elif Şafak*
- comparing how concepts such as sadness, joy, humour or regret are conveyed in music, art, drama and poetry across languages and cultures, for example, by comparing the lyrics of popular songs in Turkish and English
- comparing the impact of different texts relating to *Gelibolu* and *Çanakkale*, including songs, films, diaries and letters, identifying commonalities and differences in perspectives and expression by soldiers involved in either side of the combat
- telling the story of *Türk halıları ve kilimleri* in their own words, comparing their interpretations of the design, symbols and colours in the rug
- providing a commentary of a performance of *Mevlevi Dervişleri*, *Halk Dansları*, interpreting movements, significance of costumes and key 'messages' of the performance


Create a range of imaginative or expressive texts that reflect elements of their experience of living in Turkish- and English-speaking communities, and using language for humorous or emotive effect

[Key concepts: expression, emotion, experience, culture; Key processes: creating, performing, expressing; Key text types: drama, poem, song, speech]

(ACLTUC075)



- collaborating with peers to create their own dramatic or humorous representations of people, situations or events encountered in their own lives that reflect their experiences of living in a multicultural and multilingual society
- composing and performing poems, songs or dramatic monologues that incorporate elements of either contemporary or traditional literary or musical forms
- composing expressive texts, such as protest statements, personal letters or persuasive speeches, selecting emotive or powerful language and noticing the basis for this selection
- creating riddles to compete with and entertain each other, imitating the use of meter, rhythm, rhyme and metaphor exemplified in riddles from Turkish literature and folklore
- creating English language commentaries to an observed Turkish language sitcom, discussing how to transfer or explain humour or dramatic effects of the original text for non-Turkish speaking Australian viewers

Translating	Elaborations
<p>Compare translations of familiar Turkish texts, such as community notices or literary texts, considering factors that may have influenced the translation from one language to the other</p> <p>[Key concepts: translation, meaning, expression; Key processes: translating, analysing, comparing, evaluating]</p> <p>(ACLTUC076)</p> 	<ul style="list-style-type: none"> • discussing the nature of translation with reference to strategies such as decoding literal meaning (<i>word-for-word</i>), reading for meaning (<i>sense-for-sense</i>) and cultural reading (<i>reading between the lines</i>) • comparing Turkish versions of English language community notices relating to health or education, such as notices in doctors' waiting rooms or school notices, comparing with equivalent texts produced in Turkish-speaking communities, identifying similarities and differences that reflect cultural context and communicative styles • evaluating the effectiveness and accuracy of subtitles used in English or Turkish films, video clips or documentaries, finding examples of meaning 'lost in translation' such as <i>The Water Diviner – Son Umut (Su Cengaveri)</i> • providing annotated translations of excerpts from literary and media texts such as poems, newspaper or radio reports, identifying challenges involved in transferring meaning, expression and mood from one language and cultural tradition to another • comparing their translations of short literary texts, such as folktales <i>Keloğlan</i>, <i>Karagöz ve Hacivat</i> and <i>Nasrettin Hoca</i>, riddles or folk songs such as <i>türkü</i> and <i>manı</i>, discussing how the process of translation clarifies understanding of the relationship between language, culture and experience, as in <i>kına yakmak</i>, <i>kız isteme</i> ve <i>sünnet töreni</i> • translating Turkish idioms and proverbs that contain cultural elements and references, such as <i>Ateş olmayan yerden duman çıkmaz</i>, <i>Bir fincan kahvenin kırk yıl hatırı vardır</i>, <i>Üzüm üzüme baka baka kararır</i>, <i>ayağına kına yakmak</i>, <i>saman altından su yürütmek</i>, researching stories behind the references and discussing how their meaning can be conveyed in English • critically evaluating the effectiveness of resources used to assist translation, such as bilingual and monolingual dictionaries, electronic translators and style guides such as <i>İmlâ Kılavuzu</i>

Create glossaries and annotations in English that provide explanations for cultural and contextual references in contemporary and traditional Turkish texts

[Key concepts: expression, culture, religion, lifestyle; Key processes: identifying, explaining, researching, interpreting]

(ACLTUC077)



- identifying and explaining cultural references in media texts such as letters to the editor or opinion pieces on issues related to traditional or contemporary Turkish culture, for example, *Küçük çocukların evlendirilmesi doğru mu? Pazara kadar değil, mezara kadar*
- explaining cultural allusions in texts associated with historical, religious, national or civic events, for example, *bir yastıkta kocayın, maşallah, nazar değmesin, Allah kabul etsin, bayramınız mübarek olsun, sıhhatler olsun, kolay gelsin*
- identifying terms associated with particular elements of Turkish culture and lifestyle, such as *aile hayatı, batıl inanç, yemek kültürü, yayla ve Türk düşünü*, discussing how they exemplify Turkish values, traditions and changes over time, and how they might be understood by non-Turkish speakers
- creating a bilingual virtual tour of the school for new or intending students, noticing which language 'works' most effectively for different elements of the presentation

Reflecting

Reflect on their language choices and styles of communicating when interacting with speakers of different languages, identifying strategies that assist in intercultural communication

[Key concepts: intercultural communication/miscommunication, responsibility, repair; Key processes: comparing, reflecting, monitoring, explaining]

(ACLTUC078)



Elaborations

- comparing reflections on successful or unsuccessful intercultural communication, identifying factors such as social relationships, age, status, values and traditions
- discussing the concept of *shared responsibility* in relation to intercultural communication, considering how effective interaction involves elements of noticing, analysing, reflecting, responding and adjusting
- comparing 'repair and recovery strategies' that can be used to respond to miscommunication between speakers from different language and cultural backgrounds, for example, self-correction, asking for repetition or clarification, rephrasing, considering the other person's standpoint
- considering which language they are more comfortable using when expressing particular feelings, ideas or experiences, for example, *başından geçenleri anlatmak, korkmak, şaşırarak, üzölmek, heyecanlanmak, sayı saymak*

Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of thinking and communicating

[Key concepts: identity formation, culture, intercultural experience; Key processes: reflecting, describing, analysing]

(ACLTUC079)



- considering how languages carry cultural meanings that may not always be understood by speakers of other languages
- discussing whether being bilingual or multilingual allows for a more flexible sense of identity in ways that involve culture as well as language
- exploring how ways of thinking, communicating and behaving reflect cultural identity, for example, by noticing when they identify more as Turkish or Australian, and how these shifts vary according to context and situation
- reflecting on the experience of learning and using their home language in school, considering whether it impacts on their relationship with the language or on their sense of 'balance' in terms of identifying with different languages
- creating a multimedia self-profile that captures elements of the experience of living across languages, communities and cultural traditions
- comparing their responses to particular media representations of cultural difference or diversity
- reflecting on how speakers of more than one language draw on a wider range of linguistic and cultural resources to make meaning of experience and to communicate with others

Understanding

Systems of language

Elaborations

Understand regular and irregular elements of spoken and written Turkish, and use elements such as affixation and compound patterns to produce complex phrases and elaborated texts and to participate in extended interactions
[Key concepts: stress, register, emphasis, pace, mode; Key processes: understanding, experimenting, identifying]

(ACLTUU080)



- understanding the use of lexical stress in Turkish, and the relation between morphemes and stress, where usually the left-most morpheme is the one that determines the stress, as in a range of compounds such as *atlıkarınca*, *kadınbudu*, *imambayıldı*, *akşamüstü*, *güneydoğu*, *Fenerbahçe*, and *depremzede*
 - experimenting with different registers and vocal and stylistic effects in creating specific emphases in different types of spoken and written texts, for example, speeches, songs, letters to the editor
 - using elision in informal interactions, for example, *napcaz? gelcen mi? naber?*
 - knowing when to pause and what tone to use for required effects, such as emphasis or persuasion
 - recognising ways in which written language differs from spoken language, such as being more crafted, precise, elaborated or complex, for example, the use of subordinate clauses and support details, *Cumartesi günü maçta Atatürk Kupası'nı kazanan takım, Galatasaray'ı 89'uncu dakikada Mehmet'in attığı golle 1-0 yenerek kupayı 5'inci kez evine götüren Beşiktaş oldu*
 - recognising the impermanent and fluid nature of spoken language, identifying features such as interactivity and turn-taking, the use of repetition, pauses, interruptions and contractions, inverted syntax, such as *ben de isterim gelmeyi* and the use of non-verbal language and vocal effects
 - using challenging word combinations in written and spoken Turkish tongue twisters
-

Analyse how grammatical elements, such as rules of agglutination and cohesive devices, impact on more complex elements of text construction and word formation, such as mood, register and tense variation

[Key concepts: agglutination, affixation, tense, action; Key processes: identifying, analysing, explaining]

(ACLTUU081)



- analysing functions of affixation through the identification of adverbial, adjectival and noun phrases in Turkish idioms and proverbs
- using compounds in different cases, for example, *cep telefonları*, *Türkiye Cumhuriyeti'ni*, *Ağrı Dağı'na*, *Osmanlı İmparatorluğu'nun*
- learning about nominalisation to form complex words such as *iş deneyimleri* in a range of sentence structures
- identifying how adverbs/determiners are used for describing people, places and objects in texts, for example, *Çamaşırlar kar gibi beyaz oldu*, *turp gibi bir çocuk*, *Çocuk gibi ağladı*, *Buz gibi su içtim*, *İnci gibi dişleri var*, *saray gibi bir ev*, *pamuk gibi bulutlar*
- analysing how some adverbs derived from verbs and adverbial phrases can modify time and manner of action, for example, the adverb *-arak* indicates whether the action expressed by another verb is taking place at the same time or before the action it denotes, for example, *Koşarak geldi*, *gölerek gitti*; adding the suffix *-ce/-ca* to the adjective as in *dikkatlice* and *hızlıca*
- distinguishing the two different uses of *de/-de* as a suffix and as a conjunction, noting the impact on meaning if they are used inaccurately, for example, *Araba da ev de İstanbul'da kaldı* and *Arabada ve evde sigara içmek yasaktır* have totally different meanings
- explaining different uses of the suffix *-ki* as a relative pronoun in relative clauses, such as *Yunus'unkinden*, *benimki*; as a locative suffix, *yanımdaki* and *evdeki*, for idiomatic use as in *halbuki*, *mademki*, *oysaki*; and as a conjunction meaning 'who', 'which' and 'that' as in *görüyorum ki*, *biliyorum ki*, *tabii ki*
- analysing the use of optative endings *-(y)eyim*, *-(y)elim*, *-(y)in* and *-sin* in first person, for example, *alayım*, *alalım*, *alın* and *alsın* in different tenses and in sentences to express a request
- distinguishing between the use of the simple past perfect *-di*, as in, *geldi*, *gitti* and the evidential past perfect tense *-miş*, as in *gelmiş* and *gitmiş* and *uyuyormuş*
- comparing the use of the progressive form *-(i)yor* and the simple present *-(i)r* and past tense *-d(i)* of verbs that describe actions
- understanding when to use formal and informal registers in different contexts
- using a range of complex and complex-compound sentences in different tenses, for example, *Ali eşyalarını toplayıp, odasını temizledikten sonra yola çıktı*, *Ali yola çıkmadan önce eşalarını topladı ve odasını temizledi*
- analysing how a range of noun, verb and adjective endings, such as *-daş*, *-lik* and *-cı*, *-li* can be used to form new words, for example, *tarayıcı*, *yoldaş*, *demlik*, *kirli*

Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural and contextual elements

[Key concepts: genre, context, audience; Key processes: composing, identifying, analysing]

(ACLTUU082)



- composing texts such as emails, songs, slogans or public signs, explaining their selection of vocabulary and grammatical and textual features in terms of their intended purpose and audience
- identifying effective examples of imagery and metaphor in literary texts and using them as models for their own compositions
- analysing the use of rhetorical devices in texts such as advertisements, editorials or political speeches, identifying culturally specific features and experimenting with similar devices in their own spoken and written communication
- composing a spoken and a written version of a particular communication, such as an invitation, apology or personal message, explaining differences in language selection, structure and expression
- comparing language features of Turkish and English versions of a news headline or a school report, noting differences that appear to be culturally significant

Language variation and change

Understand that variations in the use of spoken and written Turkish relate to social roles, communities and contexts, and consider how and why these differ from similar variations in the use of Australian English

[Key concepts: variation, culture, register, values; Key processes: identifying, explaining, distinguishing]

(ACLTUU083)



Elaborations

- identifying protocols associated with the use of language, body language and gestures when using Turkish which are different to those used by people from other language backgrounds, for example, kissing hands, avoiding crossing legs or putting hands in pockets when in the company of elders
- tracking variations in language use among different community or social groups, identifying how they reflect cultural values, hierarchies or relationships, for example, language used between members of sporting or interest groups
- discussing the use of *Avustralya Türkçesi* among people in different contexts, for example, the use of words such as 'yep', 'mate', *shoplar*, 'you know' within sentences in Turkish, for example, at local events such as *festivallerdeki duyurular*, *satıcıların dili*, *camide imamın konuşması*
- comparing style, register and grammatical choices adopted in spoken, written or digital versions of an interaction such as a greeting, announcement or apology, for example, *özür dilerim/affınıza sığınırım*, *naber(nbr)/nasılsın*
- understanding why older Turkish speakers and government officials are more likely to use loan words from Persian and Arabic compared to younger generations in social contexts, for example, the use of *teferruat* instead of *ayrıntı*, or *tercüme* instead of *çeviri*, *müracaat* for *başvuru*

Understand that Turkish and other languages and cultures continuously change over time, identifying influences such as education, changing values, new technologies and intercultural exchange

[Key concepts: change, time, context, attitude; Key processes: investigating, exemplifying, identifying, analysing]

(ACLTUU084)



- identifying key factors in the ongoing process of change that characterises all languages and cultures, for example, *teknoloji, küreselleşme, iletişim, sosyal medya ve popüler kültür*, providing examples of how the Turkish language continues to grow, change and adapt in response to these influences, for example, *yazıcı, fare, genel ağ, klavye, ekran*
- exploring how the use of Turkish language and the representation of Turkish culture in different media have changed over time, for example, by comparing old Turkish films and commercials in historical and traditional settings with contemporary films or news channels
- identifying differences in interaction patterns and forms of expression and cultural representation that suggest shifts in cultural values and practices, for example, *nesiller arası ilişkiler, kadın-erkek eşitliği, sınıf ayrımı*
- identifying changes to language that reflect changes in social relationships and community attitudes, for example, the use of the word *eş*, *Müdür Hanım* to reflect women's rights, and *engelli* instead of *özürlü*, which reflects changing attitudes towards people with disability
- identifying how political leaders and language policies can change or promote particular values and beliefs, for example, the change of Turkish script first to Arabic during the Ottoman period under the leadership of the sultans and then to modern Turkish script under the leadership of Atatürk
- understanding different ways of forming new words, phrases and expressions in Turkish, for example, *tarayıcı, yoldaş* and *demlik* through the use of suffixes -*daş*, -*lik* and -*cı*

Role of language and culture

Elaborations

Explore how the Turkish language and associated cultures, like all languages and cultures, are interrelated, how they shape and are shaped by each other in ways that change over time

[Key concepts: interdependence, influence, change; Key processes: tracking, analysing, comparing, discussing]

(ACLTUU085)



- tracking changes in Turkish language and communicative practices over different times and contexts, identifying concepts and values that are differently expressed in the language at different times
- analysing how and why Turkish-language community and media texts such as advertisements or notices use different representations of culture, for example, choosing traditional or contemporary references or images, or using terms from English or other languages
- comparing examples of wording in texts such as public signs or announcements, which reflect cultural expectations or priorities, for example, *duyduk duymadık demeyin, sayın yolcular, insaniyet namına*
- analysing core cultural concepts reflected in the Turkish language, such as *saygı, sevgi, mecburiyet, sorumluluk, görev, dürüstlük*, and discussing whether they can be expressed in English
- finding traditional Turkish values and cultural references such as *Türk misafirperverliği* in everyday language, for example, using *rica ederim, başka bir arzunuz var mı? Başımızın üstünde yeriniz var, Ne zahmeti canım!*
- identifying perspectives or values reflected in Turkish song lyrics, poems, idioms and expressions, such as *Kırk fırın ekmek yemen lazım, Saçlarımı süpürge ettim, tanrı misafiri, misafir odası, şöhret için, Gel kim olursan ol gel*, and comparing them with values expressed in similar text types in Australian English

Years 9 and 10 Achievement Standard

By the end of Year 10, students use spoken and written Turkish to initiate, sustain and extend interactions with peers, teachers and others in a range of contexts and for a range of purposes. They exchange ideas, opinions and aspirations, for example, *Türkçe öğretmeni olmak istiyorum*. They use analytical and comparative language when comparing views, preferences and responses to different experiences, for example, *Doktorluğu tercih ederim çünkü doktor olunca Türkçe konuşmak çok yararlı olacak*. They use spontaneous language to participate in activities that involve taking action, transacting, problem-solving, negotiating and managing different opinions and perspectives, for example, *Bazıları böyle düşünse de ben tamamen farklı düşünüyorum*. They extend discussions and justify their views by asking questions that invite reflection, analysis and comparison of experience, for example, *okuduğunuz metindeki bu düşünce izlediğiniz filmde nasıl işlenmiştir? Hangi dilde duygularını daha rahat ifade ediyorsun* and by providing elaborated responses, for example, *Türkçe'yi daha farklı ortamlarda rahatça kullanabiliyorum*. They speak fluently, pausing where appropriate, and use stress in extended sentences to enhance communication. Students gather, synthesise and evaluate information from different perspectives and sources, and present information, views and perspectives on topics of interest in different modes and formats selected to suit purpose and audience. Students respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects. They create a range of imaginative texts that reflect their bilingual and bicultural experiences and use language for effect. When creating texts, students use a variety of tenses, such as simple present, past, progressive, simple past perfect, for example, *geldi, gitti*, and evidential past perfect tense, for example, *gelmiş, gitmiş, uyuyormuş*. They use cohesive devices to sequence and connect actions and ideas in texts, and apply the rules of agglutination to adverbs, adjectives and nouns. They compare translations of Turkish texts and identify factors that may have influenced the translation. They create explanations in English of cultural and contextual references embedded in traditional and contemporary Turkish texts. They explain the relationship between language, culture and identity, question cultural assumptions, and modify language and behaviours in intercultural interactions as appropriate.

Students identify regular and irregular elements of spoken and written Turkish and apply their understanding to produce complex phrases and elaborated texts, and to participate in extended interactions. They analyse how grammatical elements such as agglutination and cohesive devices impact on mood, register and tense variation. They know how to construct a range of spoken, written and multimodal texts to suit context, purpose and audience, incorporating elements appropriate to culture and context. They analyse how spoken and written Turkish varies according to social roles, communities and contexts, explaining why they adjust their vocabulary and level of politeness and formality in intercultural interactions, for example, *özür dilerim/affınıza sığınırım, naber(nbr)/nasılsın*. Students explain why languages and culture change over time, including the impact of education, new technologies, changing values and intercultural exchange. They explain the reciprocal and evolving nature of the relationship between language and culture.

The Australian Curriculum Languages - Turkish Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students coming into this pathway are background learners of Turkish 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 Turkish. Some may have recently arrived in Australia, may have completed the primary years of schooling in Turkish and may have established literacy as well as oracy skills in the language. Others will have participated in community language programs during these years and have some literacy capabilities. Others may have minimal experience of formal learning of Turkish, with no 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.

Turkish language learning and use

Students use Turkish to interact with each other, the teacher and other speakers of the language, to access and exchange information, to express ideas and feelings, to compete and to cooperate in learning tasks and activities. They build vocabulary resources, grammatical knowledge and communicative capabilities such as active listening skills and interactional strategies through shared learning experiences that provide a context for purposeful language use and through focused learning episodes that develop understanding of language systems and an 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 Turkish-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 Turkish-speaking peers in other contexts. Learners have additional access to Turkish 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 Turkish, such as textbooks, readers, literary texts, videos, online media resources and materials. They also access materials created for Turkish-speaking communities, such as songs, films, magazines and social media texts such as blogs and 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 text types in Turkish and the work they do around similar texts in the English learning area.

Features of Turkish language use

Learners recognise and use key elements of Turkish grammar, such as word order, positions of adjectives, adverbs and postpositions, and recognise how grammatical forms and functions are represented through agglutination. They apply the principles of vowel harmony, for example, when adding nominal case endings, **-(e), -(i), -d(e), -d(e)n** to nouns, such as **ev-e, ev-i, ev-de, ev-den, ev-in**. They understand and use simple verb tenses, using negation and affirmation and suffixes to form sentences, such as **biliyorum/bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş**. They use a range of adjectives, adverbs and postpositions to describe actions, places and people in their own texts, for example, **mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürü, Dün sabah geldi**; and understand and use the conditional marker **-s(e)** and/or **the word eğer** in compound sentences, for example, **Eğer kitap okursan hayal gücün gelişir**. They develop their range of vocabulary to domains beyond their personal experience and interests, use and analyse grammatical forms and structures and develop awareness of how these shape textual features. They use descriptive and expressive language to create particular effects and engage interest. They develop language knowledge, processing strategies and understanding of text conventions and patterns 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 Turkish 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 and translating tools and other resources designed to strengthen their receptive and productive language use.

The role of English

Learners are encouraged to use Turkish whenever possible. English is used when appropriate for discussion, explanation, comparison and reflection, for example, when considering the nature and relationship of language and culture or in tasks which involve bilingual work that includes comparison and analysis of Turkish and English. The process of moving between and 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 interculturally in intersecting language communities.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Interact with peers and teacher to socialise, exchange information and opinions, talk about personal worlds
[Key concepts: self, family, leisure, preferences; Key processes: interacting, exchanging information, describing]

(ACLTUC086)



- using simple greetings relevant to the time of day, context or relationship, for example, *Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk!*, noticing differences between how they greet different people, such as teachers or family members, for example, *Merhaba Ayşe! Nasılsın? Günaydın öğretmenim! Siz nasılsınız?*
- offering and responding to general wishes such as *Afiyet olsun! Elinize sağlık! Teşekkür ederim. Bir şey değil! Çok yaşa! Sen de gör!* and to wishes associated with significant events in their community such as *Bayramınız kutlu olsun! Mutluluklar dilerim. Kınan kutlu olsun!*
- composing written or digital texts, such as emails, cards, letters or text messages, to invite, congratulate or thank someone, for example, *Lütfen buyurun! Davetlisiniz. Gözün aydın! Güle güle oturun! Hayırlı ve uğurlu olsun! Tebrikler! Teşekkür ederim*
- describing and comparing accounts of social activities or special community celebrations or events, for example, *Cumhuriyet Bayramında ben şiir okudum, Ramazan Bayramında dedem bana harçlık verdi*
- talking about themselves and their families and expressing likes, dislikes and preferences, for example, *Arkadaşlarımla sinemaya gitmeyi severim, Suyu gazozu tercih ederim*
- participating in online exchanges with sister schools in Turkey or other Turkish-speaking contexts, asking and answering questions about studies, interests and daily routines, for example, *Kaçıncı sınıftasın? En sevdiğin ders hangisi? Okuldan sonra futbol oynuyorum, Akşamları saat onda yatıyorum, Cumartesiye bağlama kursuna gidiyorum*
- describing and comparing with others aspects of their cultural and communicative worlds, including the use of different languages at home, at school and in their social lives, and their involvement in different activities, for example, *aile yaşamı, düğünler, spor, bayramlar, misafirperverlik*

Plan and participate in collaborative activities such as performances, displays and events which involve planning, transacting and negotiating

[Key concepts: interaction, collaboration, negotiation; Key processes: planning, negotiating, responding, creating]

(ACLTUC087)



- participating in group activities such as surveys or interviews which involve asking and responding to questions and collecting data about individual preferences, attitudes and lifestyles, for example, *Haftada kaç kez (spor) yapıyorsun? (Nesli tükenmekte olan hayvanlar) hakkında ne düşünüyorsun?*
- engaging in shared planning, creating and negotiating, for example, designing displays or resources, such as timelines, schedules, posters or appeals for a fundraiser
- planning for an upcoming event, such as a visit of a Turkish-speaking guest to the classroom, for example, by developing an interview schedule using questions such as *Lütfen kendinizi bize tanıtır mısınız? ... hakkında ne düşünüyorsunuz? Ne zaman ... yapmaya başladınız?*
- creating presentations, performances or interactive experiences to encourage others to either learn Turkish or to use their existing language in different domains
- negotiating real or simulated online or face-to-face transactions that involve discussion of issues such as value, price, availability, for example, by raising questions such as *... kaça aldın? Aa, çok ucuzmuş, ... dün aynısını daha pahalıya aldı*
- planning and participating in activities that combine linguistic and cultural elements, such as an excursion to a Turkish exhibition, film festival, performance, restaurant or community event, for example, *Ne zaman gideceğiz? Saat onda, ... da buluşalım, Neler getirelim?, Üniforma giymeyelim, Önce (biletimizi alalım). Sonra (sinemaya gidelim)*

Interact in classroom routines and exchanges, such as asking and responding to questions, requesting help, repetition or permission, giving praise or encouragement

[Key concepts: discussion, clarification, feedback; Key processes: questioning, suggesting, responding]

(ACLTUC088)



- interacting during group activities by asking each other questions, making suggestions or checking on progress, for example, *Ben ne yapabilirim? Sen not alır mısın? Bu sayfayı mı okuyacaktık? Cevapları maddeler halinde yazsak daha iyi olur. Ne dersiniz?*
- praising or encouraging each other, for example, *çok güzel, aferin, harika, tebrikler, başarılarının devamını dilerim, seninle gurur duyuyorum*
- using appropriate language to seek clarification, to attract attention or to ask for something to be repeated, for example, *Sence bu doğru mu? Tekrar eder misiniz? Arkadaşlar bakar mısınız? Bunu nasıl yapacağız?*
- using evaluative language to reflect on learning activities, for example, *... başardık, ... konularda zorlandık, ... bu çalışmada ... öğrendik*
- identifying and discussing Turkish idioms or proverbs that could be applied to their experience of learning languages in school, for example, *Bir lisan, bir insan, Bir elin nesi var, iki elin sesi var*

Informing

Elaborations

Identify key points of information such as details about people, places or events in a range of spoken, written and digital texts and use the information in new ways

[Key concepts: data, information, experience; Key processes: researching, recording, reporting]

(ACLTUC089)



- reading/viewing texts such as promotional materials, websites and maps to compile information about geographical features, lifestyles and cultural practices in Turkey or other Turkish-speaking countries, using the information to create a shared database to support their own projects
 - gathering information about people or events recently featured in media reports and using this information to create timelines, digital profiles, diary entries or schedules that re-present key points of interest
 - listening for key facts in short spoken or recorded texts, such as phone messages, announcements or TV advertisements, and transposing them to note form in order to communicate to others
 - identifying points of information in media texts such as sports commentaries, weather reports or newflash items, using them to create messages or announcements to other people, for example, notifying the cancellation of an event due to a bad weather forecast or summarising sports results
 - classifying and summarising data collected via class surveys on issues such as study options, music preferences or favourite foods, presenting findings in table or graph form
 - compiling details of their family biographies through talking with family members, presenting key elements in oral or digital presentation modes
 - compiling facts, statistics and commentaries from sources such as websites, documentaries, travel brochures and magazine articles on famous sites, such as *Kapadokya*, *Pamukkale*, *Kapalıçarşı*, *Ayasofya*, *Galata Kulesi*
-

Convey information, obtained from personal, community and media sources relating to their own cultural, social and environmental contexts, using spoken, written and digital modes of communication

[Key concepts: experience, lifestyle, culture, diversity; Key processes: creating, presenting]

(ACLTUC090)



- creating a video, digital presentation, web post or print newsletter to report on a recent experience, such as a visit to a Turkish retirement village or to Turkish shops, markets or venues in their local community
- using different modes of presentation such as displays or recorded commentaries to visual texts to profile events, characters or places related to Turkish culture, history or experience, such as *Gelibolu ve Anzaklar*, *Atatürk*, *Göç*
- creating multimedia presentations to invite reflection on aspects of environmental or ecological concerns, for example, *çevre kirliliği*, *geri dönüşüm*, *nesli tükenen hayvanlar*
- providing information on aspects of their own lives that may interest learners in other Turkish-speaking environments, for example, *spor*, *okul kampları veya gezileri*, *konserler*, *festivaller*, *düğünler*, *tatil gezileri*, supporting their commentaries with sound or visual elements
- using modes of presentation such as photo montages, written journals or recorded interviews to inform members of their extended family overseas about their social and educational experience in Australia
- presenting an aspect of Australian culture, for example, multicultural or traditional cuisine, daily life and routines in urban/rural settings, significant places or cultural practices associated with Aboriginal and Torres Strait Islander communities, highlighting elements that reflect the diversity of Australian experience

Creating

Elaborations

Engage with imaginative and creative texts such as stories, cartoons, poems and songs, identifying favourite elements and discussing events, characters and messages

[Key concepts: imagination, creativity, character, narrative, representation; Key processes: responding, creating, analysing, reviewing; Key text types: poetry, folktales, story, song]

(ACLTUC091)



- listening to, reading and viewing imaginative texts such as folktales, shadow puppetry or short stories, such as *Karagöz ve Hacivat*, *Kaşığı*, *Falaka*, demonstrating understanding of plot, sequence and characters, for example, by retelling or re-enacting events in their own words or by creating a timeline
- creating digital profiles of characters they enjoy in fictional and imaginative texts, providing physical and character descriptions and examples of their style of communicating and behaving
- sharing responses to songs, stories, poems or television programs, providing both positive and negative critique, such as *...beni... çok etkiledi çünkü ...*, *Çok komikti, çok sürükleyiciydi, akıcıydı, dili anlaşılırdı, biraz uzundu. Sıkıcıydı, Karmaşıktı, Çok üzücüydü, Anlaşılması zordu*
- identifying key messages in traditional texts such as *Nasreddin Hoca fıkraları*, *Keloğlan*, discussing their relevance to contemporary times and contexts
- considering how humour is expressed in culturally specific ways and whether it 'travels' successfully across languages, for example, by comparing favourite jokes, cartoons or amusing stories in Turkish and English
- recognising the many different ways a story can be told, for example, through *Türk halıları ve kilimleri*, discussing the uniqueness of symbols, colours, stories and feelings represented in carpets and rugs from different regions

Reinterpret or create texts that involve imagination and creativity, experimenting with a range of expressive and performance genres

[Key concepts: humour, suspense, character, dramatisation; Key processes: composing, creating, performing; Key text types: stories, cartoons, songs, role plays, speeches]

(ACLTUC092)



- creating texts such as photo stories, plays, cartoons, comic strips, animations or video clips with voiceovers or subtitles, experimenting with elements such as humour, pathos or suspense
- composing songs, jingles, posters or video clips to promote real or imaginary Australian products for a Turkish market
- rehearsing and performing interpretations of poems or choral recitations for a public performance or verse speaking competition
- creating a new event, character or alternative ending for a familiar text such as *Keloğlan*, *Hacivat ve Karagöz*
- performing unscripted scenarios that involve challenging situations or intercultural encounters, using gestures, expression and props to build mood and explore relationships and emotions
- composing and performing a song or assuming the character of a figure associated with a significant contemporary celebration or event in Australia or the Turkish-speaking world, for example, *Cumhuriyet Bayramı*, *Atatürk'ü Anma Gençlik ve Spor Bayramı*, *Çanakkale Şehitlerini Anma Günü*, *dini bayramlar*

Translating

Elaborations

Translate and interpret familiar texts such as public signs, song titles or menus from Turkish 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]

(ACLTUC093)



- translating public signs and notices, comparing each other's versions and considering reasons for differences in how they transferred meaning from one language to the other
 - recognising when literal translation is not possible and discussing reasons for equivalence or non-equivalence in the case of idiomatic expressions such as *samanlıkta iğne aramak*, *kulak misafiri olmak* *davulun sesi uzaktan hoş gelir*, *armut dalının dibine düşer*
 - identifying and translating words and expressions that reference cultural values or histories and are difficult to translate into English, for example, *başınız sağ olsun*, *sıhhatler olsun*, *imece*, *hayırlı olsun*, *nazar değmesin*
 - evaluating the effectiveness of bilingual dictionaries and electronic translation tools, identifying issues such as alternative or multiple meanings of words and the importance of context to meaning
 - translating and interpreting familiar social interactions, such as emails, phone conversations or greetings on special occasions, noticing similarities and differences between Turkish and English language versions
 - interpreting words and expressions from popular Turkish language poems or song titles/lyrics that do not translate easily into English and that reflect aspects of Turkish culture
 - examining literal translations of everyday interactions in different domains of language use, such as school, home or special interest activities, identifying culturally significant concepts reflected in expressions such as *ellerinize sağlık*, *afiyet olsun*, used after meals, *yine bekleriz*, in a restaurant, or in language used for apologising or excusing, *kusura bakma*, *yazıklar olsun*
-

Create shared bilingual texts and learning resources such as word banks, glossaries, displays and digital presentations
[Key concepts: language codes, meaning, equivalence; Key processes: creating, interpreting, exemplifying, explaining]

(ACLTUC094)



- creating bilingual signs or menus for the school or local environment, for example, *kütüphane*/library, *revir*/sickbay, *hastahane*/hospital, *doktor*/doctor, preparing bilingual captions for texts such as digital presentations or photographic displays for the school or local Turkish-speaking community, discussing how to convey particular concepts in the two languages
- creating bilingual resources to support their language learning, such as glossaries for personal Turkish–English dictionaries, with examples and explanations of terms that have cultural associations and do not readily translate from one language to the other
- designing a flyer for a class event or performance which uses Turkish and English, considering how to convey information and ideas in each language
- developing bilingual instructional texts or directions that cater for Turkish- and English-speaking friends, family members or participants, for example, computer game instructions or information for an extended-family event
- creating a short bilingual documentary about a local community event or locale, with narration in one language and subtitles in the other
- creating menus or programs for Turkish-themed events, with key items/information in Turkish and explanatory footnotes/glossaries in English

Reflecting

Elaborations

Consider similarities and differences in ways of communicating in Turkish and English, noticing how/when they choose to use either language or both languages

[Key concepts: language domains, code-switching, generation, expression; Key processes: comparing, identifying, monitoring, analysing]

(ACLTUC095)



- identifying instances when they switch between or mix Turkish and English, considering why they do this in particular situations or interactions, comparing their observations with those of their peers
- reflecting on the experience of using Turkish and English with a particular person, such as a parent or older relative, noticing which topics or interactions fit more easily into one language than the other and considering reasons for this
- reflecting on experiences of feeling either comfortable or uncomfortable when switching between languages, explaining why this might have been the case, for example, when translating for parents or other family members or interpreting for visitors
- considering how and why they adjust their ways of using Turkish or English when interacting with older people, friends of the same or different gender, people in authority, small children or close friends, for example, using different forms of address or ways of showing respect or affection
- discussing whether they feel different when using Turkish in the classroom to how they feel when using it at home, for example, using standardised forms of Turkish in school
- reflecting on ways in which different languages provide alternative ways of thinking or speaking about ideas or experiences

Consider the nature of identity and of cultural experience, reflecting on how their linguistic and cultural background contributes to their sense of identity

[Key concepts: identity, multiculturalism, code-switching, communication; Key processes: reflecting, discussing, comparing]

(ACLTUC096)



- discussing the nature of identity, including the fact that it is dynamic, changing and involves values and beliefs as well as practices and behaviours
- reflecting on how their own identity is shaped by and also reflects the experience of living in a multicultural society, using more than one language and identifying with particular language communities
- considering ways in which different languages offer different ways of thinking about experience, or of 'reading' the world; how these different standpoints influence the way meaning is made and how people think about themselves and others
- discussing how Turkish and Australian cultural influences are reflected in their daily lives, interests, social activities and ways of thinking
- reflecting on the relationship between language, culture and identity, for example, by identifying experiences that feel different when interacting in Turkish or in English
- discussing whether their sense of identity changes over time, taking into account changes in language use at home, in school or in the wider and virtual community

Understanding

Systems of language

Elaborations

Understand the relationship between the sounds, rhythms, stress and intonation patterns of spoken Turkish, and recognise elements of the written language, such as spelling patterns, agglutination, vowel harmony and symbols

[Key concepts: pronunciation, intonation, vowel harmony, agglutination; Key processes: listening, distinguishing, recognising, applying]

(ACLTUU097)



- identifying and using the sounds and spelling of letters *ı-i, o-ö, u-ü, ş, ç, ğ* in spoken and written Turkish
- recognising the use of *yumuşak g* (soft *g*) *ğ* only in the middle and end of words
- recognising different stress, intonation patterns and rhythms, as in statements, questions or exclamations, and understanding how these affect meaning, for example, *kapı açık kaldı, inanmıyorum, gerçekten mi, onun yalanlarına inanmıyorum, bana eposta yazdı, Türkiye'ye gittiğimde yazdı*
- recognising spelling patterns such as softening *p, ç, t, k* before suffixes starting with a vowel, and understanding how these affect meaning, for example, *kitap-kitabı, ağaç-ağacı, kağıt-kağıdı, kapak-kapağı*
- learning about the pronunciation of long and short vowels with and without the accent and understanding how the length of the vowel and the accent can change the meaning of words, as in *murâdına-Murat* and *hala-hâlâ*, and palatalise the previous consonant, as in *kar-kâr*
- applying principles of vowel harmony, sound assimilation of consonants and grammatical knowledge to spelling and writing unfamiliar words, for example, suffixes such as *-cı, kapkaç çı, banka cı, yol cu, odun cu*, sound assimilation such as *sokak+- d a = sokak t a, süt+- d e = süt t e, kebab+- c ı = kebab ç ı, simit+- c i = simit ç i*

Recognise and use key elements of Turkish grammar, such as word order, positions of adjectives, adverbs and postpositions and sentence structures, recognising how grammatical forms and functions are represented through agglutination

[Key concepts: grammar, sentence structure, agglutination;
Key processes: understanding, recognising, applying]

(ACLTUU098)



- understanding and responding to instructions by learning the subject–object–verb word order in simple and complex statements, imperatives and questions, such as *Ali topu attı*, *Ali topu al ve at!* and *Ali topu Tarkan dan sonra bana atar mısın?*
- learning the conditions that apply to the use of familiar and formal second person singular forms *-n* and *-n(i)z*, for example, *yemeğin hazır*, *yemeğiniz hazır* and second person pronouns, *sen* and *siz* as well as different honorifics, such as *Teyze/Amca*, *Hanım/Bey*, as in *Serren Teyze* and *Doktor Hanım*
- using a range of common interrogative word endings and pronouns, for example, *Haftada kaç kez ... yapıyorsun? ... hakkında ne düşünüyorsun? Lütfen kendinizi bize tanıtır mısınız? Bu sayfayı mı okuyacaktık? Bunu nasıl yapacağız? Tekrar eder misiniz?*
- recognising and using a range of common compounds such as *çevre kirliliği*, *geri dönüşüm*, *Türk halıları* in different sentences
- recognising common idiomatic expressions and proverbs, for example, *samanlıkta iğne aramak*, *kulak misafiri olmak*, *Bir lisan, bir insan*, *Bir elin nesi var, iki elin sesi var*
- recognising passive voice endings in simple instructions, for example, *mektuba hitap ile başlanır*, *elektronik mesajda kısaltmalar kullanılır*
- applying the rule of great vowel harmony when adding nominal case endings *-(e)*, *-(i)*, *-d(e)*, *-d(e)n* to different nouns, such as *ev-e*, *ev-i*, *ev-de*, *ev-den*
- understanding and recognising simple verb tenses, using negation and affirmation and suffixes to form simple and compound sentences, for example, *biliyorum/bilmiyorum*, *okur/okumaz*, *uyudu/uyumadı*, *geleceğim/gelmeyeceğim*, *gitmiş/gitmemiş*
- recognising and using appropriate endings and sentence structures for subject–verb agreement in simple and compound sentences, for example, *Taylan yemeğini yedi*, *Defne yemekten sonra ödevini yaptı ve uyudu*
- recognising and using verbal conjugations and nominal declensions through common noun- and adjective-forming suffixes, such as *-(a)l* as in *san-al*, *-(a)y* as in *dene-y*, *-(a)k* as in *sol-ak* and *kur-ak*, *-(c)a* as in *çocuk-ça*, *binler-ce*, *İngiliz-ce*, *güzel-ce*, *-(d)aş / (d)eş* as in *kar-deş*, *-(h)ane* as in *hasta-hane* *-(ç)ı* as in *kebab ç ı*, *simit ç i*, *eskici*
- using a range of adjectives, adverbs and postpositions to describe actions, places and people, for example, *mavi köşkte*, *Kısa saçlı biriydi*, *Çok dikkatli yürü*, *Dün sabah geldi*, learning the correct written form of suffixes, for example, using the written form *geleceğim* and *alacaksın* instead of the spoken and colloquial use of predicates *gelcem*, *alcan*; using the correct spelling *geliyorum* instead of *geliyom*
- building metalanguage to talk about grammar, using terms such as *bağlaçlar*, *özne ve yüklem uyumu*, *-de/-da* *ekler*, *ilgi zamiri -ki*, *edatlar*

- understanding and using the conditional marker -s(e) and/or the word *eğer* in compound sentences, for example, *Eğer kitap okursan hayal gücün gelişir*

Identify features that characterise different types of texts in Turkish, comparing them with similar texts in English

[Key concepts: genre, language features, register; Key processes: noticing, analysing, comparing]

(ACLTUU099)



- comparing features of different types of texts encountered in and out of school, considering differences in structure, layout, language features and register; for example, the use of imperatives and instructional language in recipes or directions; expressive language and rhythm in poetry or song lyrics; the use of abbreviations and emoticons in text messaging
- identifying characteristic elements of texts associated with national, religious or cultural events, such as festivals or weddings, for example, formulaic and respectful language such as *bayramınız kutlu olsun*, *Allah analı babalı büyütsün*, *Allah mesut etsin*, *Allah kavuştursun*, comparing with typical elements or features of equivalent texts in English
- identifying differences between spoken and written forms of familiar text types, such as invitations, apologies or greetings, noticing variations in grammar, structure and cohesion, for example, *sizleri de aramızda görmekten mutluluk duyarız*, *mutlaka gelin*, *affınızı rica ederim*, *çok üzgünüm*
- comparing features of texts that share a purpose but use different modes of communication, for example, by explaining how and why a text message is different to a phone call, or a puppet show to a written story
- recognising conventions relating to structure and composition in Turkish poetry, for example, by identifying patterns of rhythm, rhyme, repetition and meter in poems by *Orhan Veli Kanık*, *Yunus Emre*
- selecting excerpts of favourite comedy routines or cartoons to demonstrate how creative and performative texts use imagery, satire and expression to create mood, tap into emotions and engage and entertain an audience
- developing metalanguage to talk about texts, for example, by referring to textual elements such as structure, mood, register, and by identifying features of text types, for example, *mektuba hitap ile başlanır*, *elektronik mesajda kısaltmalar kullanılır*

Language variation and change

Elaborations

Understand that Turkish language use varies according to factors such as age, gender, social position or regional variation

[Key concepts: variation, context, register, relationship; Key processes: noticing, identifying, comparing, explaining]

(ACLTUU100)



- understanding that language is used differently to reflect levels of politeness and formality, for example, the use of the pronoun *siz* instead of *sen* and the second plural indicator *-iz*; the use of professional titles or honorifics with elders and strangers, instead of their names, *Serren Teyze/Serren Hanım gelir misiniz lütfen?* compared with *Mustafa gelir misin lütfen? Melek gelsene! Hazel buraya gel! Doktor Hanım, Müdür Bey*
- comparing features of standard Turkish and regional varieties used in Turkey and elsewhere in the world, understanding that these variations involve accents, dialects and vocabulary, for example, the word *geliyorum* is *gelirem* (Azerbaijan) *gelikene* (Western Thrace), *celiyrum/geliyem/geliyom* (Black Sea/South East Anatolian Region/North Cyprus)
- analysing samples of language used in the media, for example, *haber programları*, *çocuk ve gençlik programları* and *Türk dizileri*, to identify the influence of factors such as age, gender, social position and regional variation on language use and text composition
- collecting and comparing language samples that show how people vary their language based on relationships, context, status and background, for example, by comparing language used by teachers in the classroom with that of students in the playground, or politicians' speeches with storytelling in a playgroup
- analysing language used in social interactions such as greetings, apologies, farewells and good wishes in relation to social relationships, age or backgrounds of speakers, for example, *Şeref verdiniz efendim buyrun, Merhaba Leman Teyze, nasılsın? Selam Zeynep, Ne haber Suzan? Hoşça kal, Allahısmarladık, Yine görüşmek dileğiyle*
- identifying and explaining protocols associated with the use of body language and gestures that reflect cultural values or traditions in Turkish-speaking interactions, such as kissing hands, avoiding crossing of the legs or placing hands in pockets

Recognise that the Turkish language has evolved and developed through different periods of time, across different contexts and as a result of different influences and interactions, and that it is related to many other languages and has influenced other languages used in the Australian community

[Key concepts: language change, language contact, loan words, globalisation; Key processes: investigating, identifying, classifying]

(ACLTUU101)



- understanding that all languages, including Turkish, change over time, that some grow, adding new words and borrowing from other languages, as in the case of both Turkish and Australian English, while others are no longer spoken (often referred to as 'sleeping' by owners) as in the case of many Indigenous languages of Australia and North America
- investigating the influence of different languages on Turkish through different periods, such as Persian and Arabic after the adoption of the religion of Islam, and of French during the 19th century following reforms in the Ottoman Empire
- understanding reasons for historical developments and reforms in relation to the Turkish language, such as changes implemented under the leadership of Atatürk, for example, changing the script from the Arabic to the Latin alphabet in 1928
- understanding that Turkish culture and language constantly change due to contact with other cultures and languages and in response to developments in communications, popular culture and technology, for example, through the adoption and adaptation of new words and expressions, such as *e-posta*, *yazıcı*, *tarayıcı*, *genel ağ*, *fare*, *tıklamak*, *sanal âlemde gezmek*, *sanal gerçek*
- recognising connections between language families and individual languages, for example, between Turkish and languages such as *Azeri*
- identifying examples of Turkish word-borrowings from other languages, noticing groups of words or expressions in particular categories or areas of interest, such as food, music and sport, for example, *hamburger*, *nota*, *gitar* and *Avustralya futbolu*
- recognising the influence of Turkish on English, for example, by identifying words commonly used in Australian English, such as *yoghurt* (*yoğurt*), coffee (*kahve*), horde (*ordu*), kiosk (*köşk*), kebab (*kebab*), turquoise (*turkuaz*);
- classifying loan words from English used in Turkish in terms of domains of language use, for example, technological words such as, *televizyon*, *radyo*, *internet*, *video*, *cd*

Role of language and culture

Elaborations

Understand the relationship between language and culture, reflecting on how language reflects personal and community experience and values, and may be differently interpreted by speakers of other languages

[Key concepts :culture, language, meaning, interdependence, perspective; Key processes: analysing, identifying, reflecting, making connections]

(ACLTUU102)



- discussing how values, such as politeness, affection or respect, are conveyed in Turkish, for example, by comparing interactions in their family with interactions they observe in non-Turkish speaking families, for example, the use of terms of affection, such as *güzelim*, *hayatım*, *kuzum*, *canım*, or terms of politeness, such as *lütfe*, *rica ederim*
- understanding that people respond to intercultural experiences in different ways depending on their own cultural perspectives and recognising the validity of different perspectives and questioning notions of 'right' or 'wrong' ideas
- identifying interaction patterns around familiar routines, such as meal times or welcoming guests, which reflect cultural values associated with family life and social relationships, for example, *Afiyet olsun!*, *Elinize sağlık!* *Buyurun!* *Hoş geldiniz!* *Hoşça kal!* *Güle güle!*
- drawing on their own experience of using Turkish, English and other languages in different contexts to consider how language can be both empowering and disempowering and inclusive and exclusive, for example, the use of expressions such as *Sen benim kim olduğumu biliyor musun?*
- noticing how choice of language when communicating with different people, such as forms of address, choice of adjectives, nouns or pronouns, reflects relationships, attitudes and values
- experimenting with 'reading between the lines' of unfamiliar texts, such as an editorial, news report or advertisement, to identify cultural references, values or perspectives that reflect the intention of the text and the context in which it was produced
- identifying changes in contemporary ways of communicating in Turkish that reflect changes in cultural and social practices, for example, *Hayırlı sabahlar/günaydın*, *sohbet etmek/iki lafin belini kırmak*

Years 7 and 8 Achievement Standard

By the end of Year 8, students interact with the teacher and peers to exchange information and express opinions, for example, *Arkadaşlarımla sinemaya gitmeyi severim*. They use descriptive and expressive language to share feelings and to express preferences such as *Suyu gazoza tercih ederim*. Students use action-related and rehearsed language to engage in shared activities that involve planning, collaborating, transacting and negotiating, for example, *Haftada kaç kez ... yapıyorsun? ... hakkında ne düşünüyorsun?* They interact in classroom routines and exchanges by asking and responding to questions, for example, *Ben ne yapabilirim? Sen not alır mısın?*, requesting help or permission, for example, *Sence bu doğru mu? Tekrar eder misiniz? Arkadaşlar bakar mısınız? Bunu nasıl yapacağız?* and giving praise or encouragement, such as *çok güzel, aferin, harika, tebrikler, başarılarının devamını dilerim, seninle gurur duyuyorum*. When interacting, they use the features of the sound system to their pronunciation of Turkish, including applying stress, rhythm and intonation patterns to statements, for example, *kapı açık kaldı, inanmıyorum*, and questions, for example, *gerçekten mi?* Students locate key points of information from a range of spoken, written and visual texts, and present information related to social, cultural and environmental contexts using different modes of presentation. They share their responses to different imaginative texts by identifying and comparing favourite elements and discussing events, characters and messages, for example, *beni... çok etkiledi çünkü ..., Çok komikti çok sürükleyiciydi, akıcıydı, dili anlaşılırdı, biraz uzundu. Sıkıcıydı, karmaşıktı... Çok üzücüydü, Anlaşılması zordu*. Students use imaginative language to create original or adapt familiar imaginative texts in different genres. They use key elements of Turkish grammar in spoken and written texts, such as basic rules of word order, for example, *Ali topu attı, Ali topu al ve at!* and *Ali topu Tarkan dan sonra bana atar mısın?*, adjectives, for example, *mavi köşkte* adverbs, for example, *çok dikkatli yürü*, postpositions, for example, *dün sabah geldi*, verb tenses and subject–verb agreement, for example, *Defne yemekten sonra ödevini yaptı ve uyudu*. They apply rules of agglutination to verbs, for example, *bilmiyorum/biliyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş*, and nouns, for example, *ev-e, ev-i, ev-de, ev-den, kebabçı, simitçi*. They translate and interpret familiar texts from Turkish into English and vice versa, identifying words and phrases that are not easily translated, such as *imece, hayırlı olsun, nazar değmesin*, and create shared bilingual texts to support their own learning. They compare ways of communicating in Turkish and English and explain how being bilingual influences their cultural identity and ways of communicating.

Students apply elements of the Turkish writing system to write and spell unfamiliar words, including symbols and characters, for example, *hala-hâlâ, kar-kâr, kitap-kitabı, ağaç-ağacı*, vowel harmony and sound assimilation of consonants. They identify how grammatical forms and functions are represented through agglutination. They identify the characteristic features of different types of texts and compare these features with texts in English to identify similarities and differences. They describe how language use varies according to age, gender, social position or region. Students provide examples of how the Turkish language has changed over time due to different influences and interactions, identifying Turkish words that have emerged through contact with other languages, for example, *e-posta, yazıcı, tarayıcı, genel ağ, fare, tıklamak, sanal âlemde gezmek, sanal gerçek*. They identify the relationship between language and culture and describe how languages reflect personal and community experience and values.

Years 9 and 10

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 and use 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. It 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 they impact on learners' engagement with both Turkish and English language learning and use.

Turkish language learning and use

This is a stage of language exploration and vocabulary expansion. Learners experiment with different modes of communication, for example, digital and hypermedia, performance and discussion. Greater control of language structures and systems increases confidence and interest in communicating in wider contexts. Learners use Turkish 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 wider 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 in Turkish, involving interactions with peers, teachers and a wide range of texts and resources. Learners continue to interact with peers, family members and other Turkish speakers in immediate and local contexts, and with wider Turkish-speaking communities and cultural resources via virtual and online environments. They also encounter Turkish 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 selected abridged versions of classic and contemporary Turkish literature and their film and TV adaptations. Learners may also access authentic materials designed for or generated by young Turkish speakers in a range of contexts, such as blogs, video clips, discussion forums, television programs or newspaper features. Learners are encouraged to source additional materials to support their learning, share them with others and pursue personal interests in aspects of Turkish language and associated cultures.

Features of Turkish language use

Learners understand and use more elaborated grammatical structures, such as verb moods, auxiliary verbs and particles. They recognise and use different types of formal and informal honorific forms, such as **Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey (Abi)/Abla, Hoca/Öğretmen, Bay/Bayan**, and learn the conditions that apply to the use of familiar and formal second person singular forms **-n** and **-n(i)z**, for example, **Yemeğin hazır, Yemeğininiz hazır**, and second person pronouns, **sen** and **siz**. They understand and use verb moods, recognising relevant suffixes used to create each mood. They learn how to use different auxiliary verbs by adding the verbs **etmek, kılmak** and **olmak** to nouns, for example, **yardım etmek, namaz kılmak, ayıp olmak** and attaching them onto single-syllable words, for example, **reddetmek, affetmek, kaybolmak**. They understand and use the three types of reduplication for emphasis. They use metalanguage to identify or explain language structures, forms and conventions. Learners' 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 learning experiences 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 involve interpreting, creating, evaluating and performing. Genres such as media resources, fiction and nonfiction 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 in turn are shaped by context and intention.

Learners at this level understand and discuss 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 their ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop a 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 interculturally 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 is needed to continue to support and sustain their 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 and 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, through and contributing to peer support and through self-review.

The role of English

Learners and teachers use Turkish as the primary medium of interaction in both language-oriented and content-oriented learning activities. English is used when appropriate for discussion, explanation and analysis that involves comparative analysis or conceptual demands which may be better articulated in English. Learners are supported to reflect on the different roles English and Turkish play in their academic work, their conceptual development and their social and community lives.

Years 9 and 10 Content Descriptions

Communicating

Socialising	Elaborations
<p>Exchange views and information on local and global issues, including aspects of their own lives, such as family relationships and responsibilities, education and community [Key concepts: relationship, education, family, community; Key processes: discussing, debating, responding, comparing]</p> <p>(ACLTUC103)</p> 	<ul style="list-style-type: none"> discussing issues that are relevant to this stage of their lives, such as school, peer pressure, the use and impact of social media or the nature of parental expectations, identifying points of agreement or disagreement, for example, <i>Ailem gece dışarı çıkmama izin vermiyor</i> participating in discussions on local issues that they see impacting on their current or future lives, such as environmental change, for example by focusing on questions such as <i>Çevremizi korumak için neler yapmalıyız? Arkadaşlarıyla sosyal medyayı nasıl kullanıyorsun?</i> engaging in online discussions with Turkish-speaking students in different contexts on topics of shared interest, such as music, sports, fashion, travel, and comparing their aspirations in terms of personal and professional opportunities, for example, <i>liseyi bitirince Türkiye’de üniversiteye gitmek istiyorum, okulu bitirdikten sonra seyahat etmek istiyorum</i> discussing their responsibilities at home and at school, comparing with those of young people living in Turkey or other Turkish-speaking communities around the world, noting the relative importance of concepts such as <i>Derslerde başarılı olmak, küçük kardeşlere bakmak, Türkçe öğrenmek büyük sorumluluk, aile işyerinde çalışmak</i> developing narrative skills by exchanging accounts of personally significant people, events, influences or milestones in their lives, for example, <i>Türkiye’ye ilk ziyaret, Avustralya’ya geliş, sünnet düğünü, ilk iş görüşmesi, Türk konserine gitmek</i>

Participate in individual and collaborative projects and learning experiences that involve brainstorming, negotiating, transacting, problem-solving and action

[Key concepts: discussion, action, responsibility, collaboration; Key processes: problem-solving, planning, negotiating, collaborating]

(ACLTUC104)



- reaching negotiated decisions by making suggestions, discussing ideas, justifying opinions and reaching agreement, for example, *Nasıl bir yöntem izleyelim? Bence bu yöntemi izlersek daha uygun, Sen nasıl uygun görürsen*
- designing resources such as web posts, information leaflets or segments for a local radio station to promote community action on a social or environmental issue, for example, *zorbalık, kadın-erkek eşitliği, teknoloji bağımlılığı, Avustralya'da Türkçe'yi yaşatmak*
- sharing responsibilities for filming and editing a short documentary that presents aspects of shared cultural experiences, for example, family migration stories, shopping at Turkish markets, participating in a henna ceremony
- setting up and maintaining a shared blog to support contact and information exchange between themselves and young Turkish speakers in different contexts
- participating in transactions that involve negotiation, for example, bidding in a class auction or voting on the allocation of learning resources, using language associated with exchange and evaluation, such as *Var mı artıran? Satıyorum, satıyorum sattım! Biraz indirim yapar mısınız? Bence bu kadar etmez*
- participating in virtual excursions to famous cultural sites or exhibitions, such as *Gelibolu, Anıtkabir, Topkapı Sarayı*, sharing responsibility for individual elements of a multimodal report on the experience

Contribute to structured discussions and shared learning experiences by asking and responding to questions, clarifying statements, demonstrating understanding, expressing agreement or disagreement and reflecting on their learning

[Key concepts: debate, response, dialogue; Key processes: questioning, responding, evaluating, reflecting]

(ACLTUC105)



- asking and responding to questions, expressing opinions and clarifying statements in structured discussions or debates, for example, *bana göre, şöyle ki, seninle aynı fikirde değilim*
- using evaluative language to acknowledge strengths in others' arguments or challenge views in a courteous manner, for example, *İnanıyorum ki ..., Görüşünü destekleyecek kanıtın var mı? Haklısın ama bence ..., Seninle tamamen aynı fikirdeyim, hemfikiriz*
- using metalanguage to discuss language, culture and language-learning and to engage in peer- and self-reflection, for example, *şimdi daha rahat Türkçe konuşabiliyorum, Türkçe TV programlarını daha iyi anlayabiliyorum, Evde Türkçeyi daha rahat konuşuyorum ama okulda zorlanıyorum*
- comparing their reflections on the experience of learning Turkish in school, identifying personal learning strategies and preferred learning modes, using statements such as *Ben çok sık tekrar yapıyorum, Yeni öğrendiğim kelimeleri cümle içinde kullanıyorum, Ben görerek daha iyi öğreniyorum, Benim ezberim çok iyi, Benim ezberim iyi değil*

Informing

Elaborations

Organise and classify information compiled from different sources in different modes of presentation, re-presenting chosen elements in formats suitable for particular audiences
[Key concepts: information, data, perspective, representation, media; Key processes: summarising, surveying, comparing, analysing]

(ACLTUC106)



- viewing, reading, listening to texts such as documentaries or travel brochures, which depict aspects of Turkish culture, art, history or geography, summarising the information to share with others, for example, by preparing a digital display or photo montage with recorded commentary for younger students
 - comparing information on a particular news event or topical issue as reported in newspapers or online discussions forums, identifying differences in perspectives reflected in choice of language and style of representation
 - conducting surveys and reporting on attitudes among peers and family members towards issues such as the impact of social media and technology on communication or environmental concerns, reporting back to the class on perceived differences in perspective
 - examining information obtained from different sources to analyse how young people are represented in the media, for example, by comparing letters to the editor *about* young people with postings on forums *by* young people
 - researching aspects of young people's lifestyles across Turkish-speaking cultures and contexts, identifying the influence of factors such as geography, belief systems, climate, social and community environments on lifestyles and practices
 - creating and presenting critical analyses in oral or digital mode of media texts such as advertisements, promotional websites or documentaries which involve different representations of Turkish culture and experience
 - collecting examples of good news/success stories related to their school, homes or local communities, for example, sporting achievements or successful fundraising, sharing their findings in formats such as digital displays or newsletter contributions
-

Present information collected from different sources that represents different perspectives on selected issues or activities, using appropriate modes of presentation to suit different contexts and purposes

[Key concepts: argument, opinion, action; Key processes: selecting, composing, presenting]

(ACLTUC107)



- preparing and presenting an oral or multimodal report on an issue that invites different viewpoints, such as *kız-erkek çocukların evdeki rolü*, *yaşlıların huzurevine gönderilmesi*, identifying alternative perspectives and inviting discussion and debate
- writing an article for a print or online magazine/newspaper with a specified audience in mind, for example, a film review for young learners of Turkish or a travel guide for young Turkish visitors planning a trip to Australia
- creating texts to inform or promote events or community action, for example, a poster or web post to advertise a multicultural evening or a letter to a community newspaper to highlight a school fundraiser
- creating an interactive presentation for younger students, friends or members of extended families to highlight the advantages of being bilingual/multilingual in today's world and of maintaining and strengthening a home/first language
- explaining a procedure to a specified audience such as older or younger people, using supporting images, actions and gestures to highlight key elements and explain key terms, for example, rules of a sport or board game, elements of a video game, instructions on the care of a sick pet, procedure for a henna night

Creating

Elaborations

Respond to a range of traditional and contemporary creative and imaginative texts, describing settings, identifying key themes and values and discussing the representation of characters and events

[Key concepts: expression, themes, representation, values;
Key processes: comparing, analysing, explaining, narrating;
Key text types: stories, song lyrics, films, poetry, dance, diaries]

(ACLTUC108)



- comparing themes, representation of characters, moral messages and social commentary in contemporary texts such as TV programs and popular song lyrics with those embodied in traditional texts such as fables or epic poems by *Karacaoğlu* and *Köroğlu*
- viewing and listening to television series or songs, such as *Türk dizileri*, *Türkçe pop şarkılar ve türküler*, describing settings, identifying key events and themes and noticing elements that reflect cultural views or contexts
- comparing their own life experiences with those depicted in traditional texts such as *Nasreddin Hoca*, *Hababam Sınıfı filmleri*, *Aşık Veysel türküleri*, identifying elements of human experience that apply across time, such as family, love, truth
- discussing concepts such as courage, loyalty and social justice embodied in characters such as *Karaoğlu*, *Köroğlu*, *Kara Murat*, considering the relevance of such concepts and portrayals to their own lives
- providing a live commentary of dance performances such as *Silifkenin Yoğurdu*, *Harmandalı*, *Horon*, *Kıbrıs Çiftetellisi*, interpreting movements, commenting on the significance of costume and adornments and interpreting messages conveyed through the performance
- telling the story of *Türk halıları ve kilimleri* in their own words, comparing their individual interpretations of the design, symbols and colours in the rug
- viewing performances of *Mevlevi Dervişleri*, using descriptive and expressive language to describe the rhythms and movements, commenting on the significance of costumes and interpreting key 'messages' of the performance
- comparing responses to authentic texts related to *Gelibolu* and *Çanakkale*, such as songs, movies, photos, stories, diaries or letters, which reflect soldiers' experiences from either Australian or Turkish perspectives
- identifying how cultural traditions and beliefs are communicated through visual and creative arts, including traditions of oral storytelling, for example, by comparing representations of animals or landscapes in Indigenous Dreaming stories with Turkish mythologies, art and dance
- responding to different genres of verse, drama and song lyrics, discussing how imagery, rhythm and rhyme create mood and effect, and experimenting with imaginative and expressive language to create their own texts in these genres

Create imaginative texts in different modes and formats to entertain, convey ideas and express emotions for particular audiences

[Key concepts: adaptation, audience, characterisation, context; Key processes: creating, adapting, performing; Key text types: poems, stories, songs, skits]

(ACLTUC109)



- working together to create imagined scenarios that involve contemporary versions of characters or events encountered in traditional Turkish literature or songs, such as *Keloğlan Avustralya'da*
- creating stories about a fantasy character or context, using descriptive and expressive language suitable to engage younger learners
- selecting an imaginative text that they enjoy, for example, an excerpt from a novel such as *Çalılıkusu* or a poem such as *İstanbul'u Düşünüyorum*, and adapting it to a different text genre, such as a rap or children's story
- creating and performing skits that respond to stimulus themes and involve characterisation, context and dramatic tension, for example, *kuşak çatışması*, *zeka oyunları*, *aile problemleri*, *bağımlılık*
- using digital resources such as *Cartoon Story Maker* to create imaginary characters in familiar situations associated with school or home contexts to entertain young learners
- creating riddles to compete with and entertain each other, imitating the use of rhythm, rhyme and metaphor exemplified in riddles from traditional folktales

Translating

Elaborations

Translate and interpret a range of texts, including conversational exchanges, proverbs, media and literary texts, considering the role of culture when transferring meaning from one language to the other

[Key concepts: bilingualism, translation, interpretation, equivalence; Key processes: composing, interpreting, explaining]

(ACLTUC110)



- recording, transcribing and translating short conversations between friends or family members from English into Turkish and vice versa, identifying words or expressions that either do not translate meaningfully, such as *yuvarlanıp gidiyoruz*, *canıma tak dedi*, *yetti artık*, or require no translation, for example, *yoğurt*, *kebab*
 - translating and glossing words, symbols or expressions commonly used in emails and text messages, such as *slm* (*Selam*), *mrh* (*merhaba*), *kib* (*kendine iyi bak*), *inş* (*inşallah*)
 - interpreting elements of spoken texts for non-Turkish speakers, for example, by providing a commentary on an item presented at a class, school or community event, including explanations in English of culturally significant allusions, expressions and gestures
 - creating an English language commentary to a Turkish language sitcom, discussing how to transfer or explain the humour or dramatic effects of the original text for non-Turkish speaking Australians
 - comparing their translated versions of news headlines or popular advertisements, discussing perceived differences in focus or emphasis between the two language versions
 - interpreting the significance of Turkish terms or phrases used on formal occasions, such as weddings, school speech days or religious occasions, for example, *Saygıdeğer misafirler ve sevgili çocuklar*, *Allah bir yastıkta kocatsın*, *darısı başına*, *Allah kabul etsin*, explaining cultural connotations that are unfamiliar when translated directly into English
 - translating proverbs such as *ağaç yaşken eğilir*, *ayağını yorganına göre uzat*, explaining cultural allusions that do not translate meaningfully into English, and finding English language proverbs that express similar ideas or concepts
 - critically evaluating the accuracy and effectiveness of subtitles used in movies, video clips and documentaries, identifying examples of 'meaning lost in translation'
 - identifying the need to sometimes recast language, considering why one language may use more words than another to communicate a particular meaning
-

Produce bilingual texts for the school or wider community, such as instructions, presentations, commentaries or contributions to newsletters that capture the experience of 'living between languages'

[Key concepts: interculturality, multiculturalism, identity, fluidity; Key processes: reflecting, analysing, describing, comparing]

(ACLTUC111)



- creating bilingual texts such as community information leaflets, menus, timetables or instructions which cater to the needs of members of both language communities
- creating bilingual texts for specific audiences, for example, songs or games for younger learners of Turkish, or a schedule for a multicultural event, noticing how information and representation is differently shaped in each language
- creating bilingual texts to inform the local community of events such as a lunchtime concert, fundraising food stall or a display at a local library or gallery
- composing and presenting a cultural exhibition or performance for members of the school community, providing English language support in the form of captions or recorded/live commentaries
- providing bilingual commentaries to events such as a sports carnival or talent show
- combining excerpts of interviews in Turkish and English with older community members about life stories and migration experiences with elements such as music, images or timelines to build a multimodal presentation for a community festival or multicultural event
- writing/recording bilingual directions for a virtual tour of the school campus, discussing how to convey particular elements in the two languages

Reflecting

Elaborations

Reflect on their own and others' language choices when interacting in bilingual/bicultural situations, identifying adjustments they make and strategies they adopt to assist in intercultural communication

[Key concepts: interculturality, response, reflection, reciprocity; Key processes: reflecting, monitoring, comparing, discussing]

(ACLTUC112)



- drawing on their own bilingual/multilingual experience to identify elements of successful intercultural communication, for example, noticing differences in expectations, recognising and responding to signals of misunderstanding, switching strategically between Turkish and English
 - providing examples of interactions that 'work' better in Turkish than they do in English, for example, talking to their grandparents, participating in cultural events, joking between themselves, and discussing why this might be the case
 - keeping a journal of memorable experiences associated with learning and using Turkish in and out of school, noting personal reactions and reflections over time and insights gained into themselves as language users, for example, how they choose to use either English or Turkish in different contexts and situations
 - considering the idea of shared responsibility in relation to intercultural communication, considering how effective interaction involves elements of noticing, analysing, reflecting, responding and adjusting
 - comparing 'repair and recovery strategies' they use to respond to miscommunication between speakers from different language and cultural backgrounds, for example, self-correction, rephrasing, apology, requests for repetition or clarification
 - reflecting on choices they make when interacting with friends who also speak both Turkish and English, identifying instances when they move between languages for practical or cultural reasons
-

Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking

[Key concepts: affiliation, identity, community, representation;
Key processes: representing, discussing, reflecting]

(ACLTUC113)



- discussing the inter-relationship of language, culture and identity, referencing their own relationship with different languages and with elements of Turkish and Australian cultural experience
- considering the dynamic nature of both identity and culture, and reflecting on how identification with different communities and languages affects their sense of individual or group identity
- comparing choices they consciously make in relation to values or practices typically associated with either Turkish or Australian traditions and priorities, such as social interactions with friends, relationships, educational experience, and considering how these choices both reflect and contribute to their sense of identity
- exploring how ways of thinking, communicating and behaving reflect cultural identity, considering, for example, in what respects they identify as Turkish or Australian, and whether these ways shift over time and according to context and situation
- analysing the relationship between culture, identity and representation, for example, by comparing responses to media representations of cultural difference or diversity
- reflecting on the experience of learning and using their home language in school, considering whether it impacts on their relationship with the language in out-of-school contexts or on their degree of identification with language communities
- identifying elements of their personal worlds that contribute to their sense of community and identity, including their use of different languages and involvement in different cultural practices, for example, *aile yaşamı, düğünler, futbol maçları*

Understanding

Systems of language

Elaborations

Understand and apply features of the Turkish sound and writing systems, including pronunciation and spelling patterns, to produce different types of texts and to participate in extended interactions

[Key concepts: word building, pronunciation, stress, cohesion;
Key processes: recognising, applying, glossing]

(ACLTUU114)



- recognising and applying the vowel elision rule to suffixes of multisyllabic words, understanding how this is related to the spelling and pronunciation of words, for example, *oğul-oğlu*, *burun-burnu*, *beyin-beyni*, *göğüs- göğsü* and *karın-karnı*
 - using homophones such as *gül*, *yüz*, *dolu*, *yaz*, *kır*, *ekmek*, *Pazar*, *ben*, *aç* and *çay* in spoken and written texts, and learning how homophones affect meaning in sentences and in familiar idioms, for example, *Gülü seven dikenine katlanır*, *Güle güle gidi* and *Gülmekten kırılıyordum*
 - developing understanding of and applying the principles of word stress when pronouncing unfamiliar words and phrases, for example, stressing the first syllable of each word in the sentence *Atatürk, cumhuriyeti kurdu*
 - developing a glossary of ICT terms and meanings, and using these in their own sentences and texts, for example, *bilgisayar*, *fare*, *yükleme/indirme*, *ağ*, *e-posta*, *bilgisayar korsanı*, *yazıcı* and *aktarma*
 - varying the use of tone for emphasis during extended interactions and to contribute to the cohesion of longer spoken texts
-

Understand and use grammatical forms such as verb moods, auxiliary verbs, particles and honorific forms, and use metalanguage to identify or explain language forms, structures and conventions

[Key concepts: grammatical systems, tenses, verb moods, sentence structure, cohesion; Key processes: understanding, classifying, applying]

(ACLTUU115)



- understanding and using different types of formal and informal honorific forms, such as *Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey(Abi)/Abla, Hoca/Öğretmen, Bay/Bayan* in a range of contexts
- learning how to use different auxiliary verbs formed by adding the verbs *etmek, kılmak* and *olmak* to nouns, for example, *yardım etmek, namaz kılmak, ayıp olmak* and attaching them to single-syllable words, for example, *reddetmek, affetmek, kaybolmak*, as well as suffixes for modality such as *-malı/-meli* as in *Neler yapmalıyız? Türkçe öğrenmeliyim, Büyüklerimizi saymalıyız ve sevmeliyiz*
- understanding verb moods, such as imperative, potential *-(e)bilmek*, reciprocal, causative and passive, and relevant suffixes used to create each mood, *yazabilmek, koşabilmek* (potential), *okuyabilirim*, *Tayla giyindi ve süslendi* (reflexive), *Babası ile araba için tartıştı* (reciprocal), *Dün kuaförde saçını boyattı* (causative), *Pirinç ayıklandı ve pilav pişirildi* (passive)
- learning to use particles such as *karşı, gibi, beri, dek, kadar, üzere* and complex conjunctions such as *hem...hem de, ne...ne, -k(i), ancak, yoksa, oysa, hatta, rağmen, yani*
- understanding and using more complex verb tenses, compound and complex sentence structures and parts of speech to describe, recount, reflect, inform and express opinions, as in *İnanıyorum ki, Seninle tamamen aynı fikirdeyim*
- understanding and using the conditional marker *-s(e)* and/or the word *eğer* in compound and complex sentences to make suggestions, for example, *Bence bu yöntemi izlersek daha uygun, Sen nasıl uygun görürsen öyle yapalım, Çevremizi kirlletmeye devam edersek eğer gelecekte dünyamız yok olacak*
- using quotations, idiomatic expressions and proverbs, for example, *Onlar, bu toprakta canlarını verdikten sonra, artık bizim evlâtlarımız olmuşlardır, Allah bir yastıkta kocatsın, darısı başına, ağaç yaşken eğilir, ayağını yorganına göre uzat*
- understanding how a range of noun, verb and adjective endings such as *-daş, -lik* and *-cı* can be used to form new words, for example, *yazıcı, yoldaş, demlik*
- understanding and using the three types of reduplication for emphasis, for example, emphatic reduplication, *kapkara, upuzun*; *-m* reduplication, *çirkin mirkin, Selma'yı Melma'yı görmedim*; and doubling, as in *yavaş yavaş, ikişer ikişer, koş koş, ağlaya ağlaya*
- understanding and developing metalanguage for talking about forms and functions of language, for example, by identifying and explaining different types of adverbs, adjectives and sentence structures relating to grammatical functions such as predicates, subjects and objects

Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural elements

[Key concepts: genre, context, register, mode, audience; Key processes: analysing, comparing, composing]

(ACLTUU116)



- identifying the intended purpose and audience of particular texts by analysing language features and text structures, such as colourful and persuasive language in advertisements compared to economical, factual language in product labelling or signage; and applying their understanding to the composition of their own texts
- discussing the significance of particular types of texts that reflect cultural values or priorities, such as language and interactions associated with celebrations, for example, the use of dialogue and oath in *Andımız* and *Gençliğin Atatürk'e Cevabı*, or the adoption of terms from other languages in various expressions of popular culture such as *artık trend topik olamayacağım*
- analysing persuasive texts such as advertisements, slogans or speeches, recognising the use of rhetorical devices and emotive language to engage the intended audience
- composing spoken and written versions of a particular text type, such as an instruction or observation, to demonstrate how text mode determines selection of language features and text structure
- identifying ways that texts achieve cohesion, for example, by explaining the effects of paragraphing or cohesive devices used to sequence and link ideas and maintain the flow of expression, for example, *konu cümlesi*, *giriş*, *gelişme ve sonuç paragrafları*, *'İlk olarak, Bununla beraber, Bu nedenle' gibi bağlaçlar*
- using knowledge of characteristic elements of particular types of texts to make meaning of unfamiliar content, for example, by recognising terms associated with time or place in airport announcements, or by 'reading' images as well as written text in advertisements

Language variation and change

Elaborations

Understand that variations in the use of spoken and written Turkish relate to roles, relationships and contexts, and consider how and why these differ from similar interactions in English

[Key concepts: register, values, non-verbal communication;
Key processes: identifying, explaining, comparing]

(ACLTUU117)



- demonstrating the use of different language styles, features and levels of formality that characterise different types of spoken and written texts, for example, *futbol maçındaki tezahürat: En büyük Fener, başka büyük yok! compared to Okul karnesi: Murat ödevlerini hep zamanında tamamladı*
- identifying variations in the use of both Turkish and English according to context, purpose and intended audience, for example, considering differences in exchanges such as 'apologies for any inconvenience caused', 'I am so sorry'; 'sorry mate –no worries!' and *kusurumuza bakmayın lütfen, çok özür dilerim anneciğim, rica ederim, lafı mı olur!, ne olur affedin beni*
- identifying features of spoken and written language that reflect the purpose of the interaction and the nature of the relationship between the people involved, for example, *tercih etmiyorum-hiç beğenmedim, bana göre değil- bana yaramaz, Daha iyi olabilirdi-Ay, çok iğrenç! Bunları niye yıkamadın oğlum? Şunu da alır mısın yavrucuğum?*
- recognising differences in the use of quotations, proverbs and idioms in different text genres or modes of delivery, for example, *fıkralar, masallar, öyküler, resmi veya okul konuşmaları, mektuplar*
- analysing the use of appropriate language in different contexts and situations, for example, using *rica ederim, başka bir arzunuz var mı* at a shop or restaurant as opposed to *başımızın üstünde yeriniz var, ne zahmeti canım!*
- recognising characteristic differences between spoken and written forms of Turkish, for example, by identifying colloquialisms and expressions used mainly in spoken conversation, for example, the non-standard *abi* in place of the more formal *ağabey*, or the use of *ya* at the beginning of spoken utterances

Investigate changes to Turkish over time and across contexts, reflecting on changes in their personal use of the language
[Key concepts: change, social media, history, culture; Key processes: tracking, reflecting, discussing]

(ACLTUU118)



- identifying changes in their ways of communicating in Turkish due to the influence of factors such as technology, social media, peer influence and intercultural experience, for example, the use of acronyms, emoticons, 'selfies' and abbreviations in text messaging such as *nbr* (*ne haber*), *tmm* (*tamam*), *slm* (*selam*), *kib* (*kendine iyi bak*), *bye* (*güle güle*) and *aeo* (*allaha emanet ol*)
- finding evidence of cross-cultural influences in Turkish and Australian English, for example, the use of words such as *Anzaklar*, *bumerang*, *bay bay* and *Aborijini* in Turkish and 'Gallipoli', 'young Turks', 'doner', 'coffee', 'kebab' and 'kiosk' in Australian English
- analysing texts such as the Turkish national anthem, *istiklal marşı*, investigating the origins of loan words such as *şafak*, *istiklal*, *çehre*
- investigating changes in communication styles due to influences from other languages and cultures in contemporary forms of Turkish expression, for example, the use of words such as, *enteresan*, *genetik*, *avantaj*, *çare*, and *otoban*, identifying existing equivalent terms such as *ilginç*, *kalımsal*, *fayda/üstünlük*, *çözüm* and *otoyol*
- collecting examples of words, expressions or gestures used by their grandparents or parents but less frequently used among people in their age group, for example, *nâfile*, *derya*, *zat-ı alî*, *sultanım*, *hazretleri*, *cihanda sulh*, reflecting on reasons for such changes
- investigating how Turkish uses word derivation tools to create new words that reflect social or cultural change or innovation, for example, the use of *gün-* in *günce*, the use of *yaz-* to create *yazgı*, *yazılım*, *yazıcı*, *yazışma* and *yazdırım*
- comparing variations in language forms and modes of expression in different Turkish-speaking regions and countries, such as Azerbaijan or Cyprus
- identifying how language change reflects social, political and historical influences and events, for example, the change of Turkish script firstly to Arabic during the Ottoman period under the leadership of the sultans and then to modern Turkish script under the leadership of Atatürk

Role of language and culture

Elaborations

Understand that the Turkish language and associated cultures shape and are shaped by each other in ways that change over time and across contexts, and that cultural experience, values and identities are reflected in language

[Key concepts: change, social practice, values, concepts, expression; Key processes: tracking, identifying, comparing, analysing]

(ACLTUU119)



- tracking changes in Turkish language and ways of communicating over different times and contexts, identifying concepts and values that are differently expressed at different times
- analysing Turkish language media texts such as notices or advertisements which use representations of culture in different ways, for example, by referencing either traditional or contemporary attitudes or values
- comparing wordings of texts such as public signs or community announcements which reflect cultural expectations or priorities, for example, *duyurular, ilanlar, Bu fırsat kaçmaz!, Son dakika haberi!*
- explaining the significance of single Turkish words that reflect complex cultural concepts that are difficult to translate, such as *saygı, mecburiyet, sorumluluk, görev*, comparing with expressions in Australian English that are similarly difficult to translate, such as *mateship* or *the bush*
- developing metalanguage for thinking and talking about cultural expression and representation, for example, *bakış açısı, değerler, görüntü, klişe, dahil etmek, dışında bırakmak*
- comparing superstitions in Turkish and English, for example, *Ayakkabılarınızdan biri ters olarak durursa, hastalık gelir, Ocak ayının birinci günü evine gelen kişi ya da ilk gördüğü kişi sana uğur veya uğursuzluk getirebilir* and 'breaking a mirror brings seven years of bad luck'; considering possible origins, how they reflect cultural experience and whether they stay relevant across time and cultural change
- examining how cultural values are reflected in Turkish song lyrics, poems, idioms and expressions, for example, *tanrı misafiri, misafir odası, kırk fırın ekmek yemen lazım, gel kim olursan ol gel*

Years 9 and 10 Achievement Standard

By the end of Year 10, students interact in written and spoken Turkish to exchange and compare views and experiences on personal, local and global issues, for example, *liseyi bitirince Türkiye’de üniversiteye gitmek istiyorum, okulu bitirdikten sonra seyahat etmek istiyorum*. They use action-related and spontaneous language to engage in shared activities that involve brainstorming, transacting, negotiating, problem-solving and taking action, for example, *Nasıl bir yöntem izleyelim? Bence bu yöntemi izlersek daha uygun, Sen nasıl uygun görürsen*. They offer opinions, for example, *bana göre*, and justify them, for example, *şöyle ki, Haklısın ama bence* They engage in structured discussions by asking and responding to questions, for example, *görüşünü destekleyecek kanıtın var mı?* and expressing agreement or disagreement, for example, *seninle aynı fikirde değilim*. When speaking, they apply the vowel elision rule to suffixes of multisyllabic words, the principles of word stress to pronounce unfamiliar words and phrases and intonation patterns, stress and tone to contribute to the cohesion of longer spoken texts. Students organise and classify information and ideas obtained from different sources, re-presenting content in new formats for different audiences. They convey information and perspectives using different modes of presentation appropriate to a variety of contexts and to achieve different purposes. They share their responses to a range of traditional and contemporary imaginative texts by describing key elements, including settings, themes and values and discussing the representation of characters and events. They use expressive, descriptive and evocative language to produce imaginative texts in a range of modes and formats selected to suit particular audiences. When writing, they identify and use a variety of verb moods, such as potential, for example, *yazabilmek, koşabilmek*, reflexive, for example, *Tayla giyindi ve süslendi*, reciprocal, for example, *Babası ile araba için tartıştı*, causative, for example, *Dün kuaförde saçını boyattı* and passive, for example, *Pirinç ayıklandı ve pilav pişirildi*. They use grammatical forms such as auxiliary verbs, for example, *yardım etmek, namaz kılmak, ayıp olmak*; particles, for example, *karşı, gibi, beri, dek, kadar, üzere*; and honorific forms, for example, *Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey(Abi)/Ablai, Hoca/Öğretmen, Bay/Bayan/*. Students translate and interpret a range of texts from Turkish into English and vice versa, explaining how cultural elements affect meaning. They produce a range of multimodal resources in Turkish and English for the wider community which reflect the bilingual experience. 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 apply their understanding of the Turkish writing system, including spelling patterns, symbols, characters and punctuation, to express complex ideas and information and to engage in extended interactions. They use metalanguage to explain language forms, structures and conventions. They apply their understanding of texts to construct a range of written, spoken and multimodal texts, incorporating elements appropriate to culture and context. They explain how language use varies according to roles, relationships and contexts, and make comparisons with other languages, including English. They identify influences, such as technology and social media on Turkish and other languages, such as abbreviations in text messages, for example, *nbr (ne haber), tmm (tamam), slm (selam), kib (kendine iyi bak), bye (güle güle)* and *aeo (allaha emanet ol)*. They explain variations in their own language use in different contexts, the reciprocal and evolving nature of the relationship between language and culture, and how cultural experiences, values and identities are reflected in language.

The Australian Curriculum Languages - Vietnamese

Overview

Context statement

The place of the Vietnamese language and culture in Australia and in the world

Vietnamese is the official language of Vietnam. It is spoken by approximately 90 million people in Vietnam and approximately four million Vietnamese people living in other countries around the world, with the majority residing in the United States, Cambodia, France, Taiwan and Australia.

Vietnamese language and culture have evolved and continue to change over time due to processes such as globalisation and technological change and in response to Vietnam's geopolitical and historical position in the world. The lasting influence of historical contact and exchanges between Vietnamese, Chinese and French people can be seen in the Vietnamese lexicon, for example, Sino-Vietnamese words (*từ Hán Việt*) such as *phụ nữ*, *phi trường* and *hàng hải*, and Vietnamese words of French origin such as *cà rốt*, *xếp* and *ga lăng*. Chinese allusions (*điển tích*) are also common in classical Vietnamese literature. Westernisation, globalisation and technological advances have also enriched the Vietnamese vocabulary, with new words such as *Tây hóa*, *lai căng*, *tự do cá nhân*, *nhật ký điện tử*, *mạng lưới toàn cầu* and *điện thoại thông minh*.

In Australia the place of Vietnamese culture and language is defined by patterns of migration. The first major wave of Vietnamese migration to Australia began in the mid-1970s with the arrival of large numbers of refugees following the fall of Saigon at the end of the Vietnam War. In more recent years, the vast majority of Vietnamese migrants have come to Australia through family connections, and there are growing numbers of skilled migrants. The migrants' need to maintain Vietnamese identity through language, culture and religion contributed to the Vietnamese language flourishing in the home and being delivered in after-hours Vietnamese school settings.

Vietnamese language and culture represent an important part of the linguistic and cultural diversity of Australia. Vietnamese people have made and continue to make a significant contribution to the development and enrichment of Australian society in areas such as commerce, agriculture, industry, health, the arts, education, hospitality, tourism and international relations.

The place of the Vietnamese language in Australian education

Since the 1990s, the place of the Vietnamese language in Australian education has benefited from expanding diplomatic and trade relationships between Australia and its Asian neighbours. Since that time, there has been an increase in the number of students studying Vietnamese in primary and secondary schools and in after-hours Vietnamese language schools run by Vietnamese community organisations. The dramatic increase of students studying Vietnamese reflects the growing Vietnamese community in Australia, as well as government policies supporting multiculturalism.

The nature of Vietnamese language learning

The modern standard version of Vietnamese is *Tiếng Việt*. Vietnamese is a tonal language written in the Roman alphabet with additional diacritics for tones. The tone system is a distinctive characteristic of Vietnamese phonology; for example, a word may be repeated with any one of six tones to indicate six different meanings (*ma* (ghost), *má* (mother), *mà* (but/that), *mã* (horse), *mả* (grave) and *mạ* (rice seedling)). Consequently, pronunciation and intonation play a key role in the learning of Vietnamese, with a clear correlation between sound and writing systems.

The importance of intercultural awareness in language learning is illustrated by distinctive features of Vietnamese such as the complex system of personal pronouns, which is vital to building and defining relationships, with use of the personal pronouns *em, anh, chị, cô, ông, bà, con* and *cháu* contingent on the relationships between speakers in contexts of communication. The frequent use of idioms, proverbs, similes and metaphors in both daily interactions and literature is another key feature of Vietnamese language use.

The diversity of learners of Vietnamese

The Australian Curriculum: Languages – Vietnamese is pitched to background language learners, the dominant cohort of learners of Vietnamese in the Australian context.

The background language learner pathway has been developed for students who have been exposed to Vietnamese language and culture, and who may engage in active but predominantly receptive use of Vietnamese at home. The range of learners within the Vietnamese background language learner pathway is diverse, defined for the most part by different waves of migration. Learners may be first-, second- or third-generation Australians, and their use of Vietnamese may extend beyond the home to involvement in community organisations and events and to everyday interactions with Vietnamese friends. Other learners may have been born in Vietnam, where they may have completed some education.

A key dimension of the Australian Curriculum: Languages – Vietnamese involves understanding the interrelationship between language and culture. The curriculum is designed with an intercultural language-learning orientation to enable students to participate meaningfully in language and cultural experiences, to develop new ways of seeing and being in the world from a bilingual perspective, and to understand more about themselves in the process.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Vietnamese are available as PDF documents.

Languages - Vietnamese: Sequence of content

Languages - Vietnamese: Sequence of Achievement - F-10 Sequence

Languages - Vietnamese: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum Languages - Vietnamese Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Children enter the early years of schooling with varying degrees of early literacy capability in Vietnamese and/or English. 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 in settings outside the home, share with others, and participate in structured routines and activities at school.

Vietnamese language learning and use

Vietnamese is learnt in parallel with English language and literacy, with each supporting and enriching the other. Vietnamese is used at home and in familiar Vietnamese-speaking settings, and in classroom interactions, routines and activities, supported by the use of materials and resources, gestures and body language. At this stage, there is a focus on play, imaginative activities, games, music, dance and familiar routines, which provide scaffolding for language development. Repetition and consolidation help learners to identify familiar and new words and simple phrases, and to recognise the purpose of simple texts. Learners use Vietnamese for functions such as greeting, asking and answering questions (for example, *Em chào thầy/cô. Chào bạn. Bạn tên là gì? Tôi tên là Mai*), responding to instructions (for example, *Các em ngồi xuống. Mở vở ra đọc với cô*), and taking turns in games and simple shared tasks. There is a natural transition from spoken to written language. Learners use a variety of cues, including images, context and frequently used word patterns, to comprehend texts and to communicate.

Contexts of interaction

The primary contexts for interaction in Vietnamese are the immediate environments of home and the classroom. Learners use Vietnamese to interact with each other and the teacher within the learning environment at school and with immediate family members at home. The use of information and communication technologies (ICT) enriches the learning of Vietnamese language and culture by providing alternative experiences, a range of resources, and opportunities to access authentic language in different contexts.

Texts and resources

Learners engage with a variety of spoken, written and visual texts such as children's songs and nursery rhymes, stories from Big Books, plays and interactive resources. Writing skills progress from identifying the alphabet and tone markers to tracing, labelling and copying letters, and then to constructing simple, short texts using familiar vocabulary.

Features of Vietnamese language use

Learners become familiar with how the sounds and tones of the Vietnamese language are represented in words and symbols. They practise pronunciation through activities such as singing Vietnamese folk songs (*đồng dao, ca dao*), and experiment with sounds, single vowels, consonants, syllables, simple phrases and sentences relating to pictures, objects and actions, for example, *M cho mẹ, má, mèo, mua* and *H cho hoa hồng, hát, học. Đây là cái nhà. Em bé đang ngủ*. They learn to recognise the letters of the Vietnamese alphabet and tone markers, making comparisons with the English alphabet, and write letters, words and simple sentences, for example, *Con thích ăn cơm*. They share similarities and differences between the ways they communicate in Vietnamese and English, and begin to recognise how language use changes according to speakers and context.



Level of support

The classroom is a new context for communication, where learners rely on the teacher to assist their learning. The teacher uses scaffolding, modelling, cueing, monitoring, feedback and encouragement to support learning experiences. Multiple and varied sources of input and stimulus are provided, for example, bilingual Big Books and picture books, subtitled cartoons and video programs, realia, objects, maps, charts and gestures.

The role of English

Vietnamese is used as the medium for class interaction and to demonstrate and model new language acquisition. English may be used to explain features of language and aspects of culture. Both English and Vietnamese may be used when learners communicate about similarities and differences between Vietnamese and other languages and cultures and reflecting on how they communicate and behave in Vietnamese- and English-speaking contexts.

Foundation to Year 2 Content Descriptions

Communicating	
Socialising	Elaborations
<p>Interact with peers and the teacher by introducing themselves and expressing needs, wishes, likes and dislikes [Key concepts: belonging, preferences; Key processes: greeting, expressing preferences]</p> <p>(ACLVIC106)</p> 	<ul style="list-style-type: none"> greeting and farewelling peers and the teacher using appropriate terms of address, gestures and body language, for example, <i>Em chào thầy/cô. Chào bạn. Tạm biệt</i> introducing themselves and asking questions to initiate interactions, for example, <i>Chào bạn, tôi tên là Lan. Còn bạn? Bạn tên (là) gì? Tôi bảy tuổi. Còn bạn, bạn mấy tuổi? Bạn có khỏe không?</i> using simple statements to describe themselves and express likes and dislikes, for example, <i>Tôi tên là Lan. Tôi sáu tuổi. Tôi thích ăn phở</i>, and needs, for example, <i>Tôi muốn uống nước</i> expressing thanks, for example, <i>Cảm ơn bạn</i>, offering wishes, for example, <i>Chúc bạn sinh nhật vui vẻ</i>, and apologising (<i>Xin lỗi</i>)
<p>Participate in guided group activities such as songs, rhymes, games and transactions, using modelled repetitive language [Key concepts: play, performance, action learning; Key processes: giving and following instructions, active listening, speaking]</p> <p>(ACLVIC107)</p> 	<ul style="list-style-type: none"> making simple requests using <i>Làm ơn</i> and expressing thanks with <i>Cảm ơn</i> participating in songs, rhymes and chants by using repetitive language and actions, for example, <i>Kìa con bướm vàng, Tết đến rồi, Rước đèn tháng Tám</i> participating in traditional and contemporary games (for example, <i>Tập tầm vông</i>) or activities that involve taking turns, making choices or swapping items, for example, forming groups using numbers or colours for activities such as telling the time or counting or memory games (for example, <i>Mấy giờ rồi ông sói ơi?</i>)

Interact in classroom routines and activities by responding to questions, following instructions and asking for permission
[Key concepts: roles, routines; Key processes: following instructions, listening, observing]

(ACLVIC108)



- using Vietnamese for everyday classroom routines such as roll call (*Dạ, Dạ có* or *Em chào thầy/cô*)
- responding with appropriate actions to the teacher's simple instructions, such as *Các em ngồi xuống. Em hãy mở vở ra. Đọc chung với thầy/cô nhé*, or following instructions to locate items, for example, *trên, dưới, trong, ngoài, ở giữa*
- asking for permission, for example, *Thưa cô cho em đi vệ sinh. Bạn làm ơn cho tôi đi qua*
- responding to the teacher's instructions and questions in class activities, using modelled language such as *Em có hiểu không? Dạ, em hiểu*
- using context-appropriate language to show politeness when interacting with the teacher, for example, *Thưa cô, Thưa thầy, Dạ, có. Vâng ạ. Xin lỗi cô em tới trễ. Xin phép cô cho em vào lớp*

Informing

Identify key words and specific information related to their personal world in simple spoken, written, digital and visual texts

[Key concept: personal world; Key processes: listening, viewing, identifying, locating]

(ACLVIC109)



Elaborations

- identifying familiar words or concepts related to familiar people, for example, *Đây là ba. Đây là mẹ và chị*, or everyday objects, for example, *Đây là cái nhà. Đây là cái cổng. Đây là chiếc xe*
- viewing and/or listening to familiar texts such as posters, songs and short films to locate key words, for example, *bìa tranh minh họa, truyện tranh, từ điển bằng hình, trò chơi xếp hình, học vần tiếng Việt*
- demonstrating comprehension of words and short sentences in familiar texts by pointing, labelling, matching, clicking and dragging, drawing and miming
- using contextual and visual cues to identify main points when participating in shared reading of print and digital texts

Share information about self, family, school and friends, using modelled sentence structures and illustrations to support meaning

[Key concepts: self, family, school, friends; Key processes: describing, presenting]

(ACLVIC110)



- labelling or naming classroom items and resources or personal possessions
- describing self and the immediate environment, such as by writing or reading aloud captions to own photos, using simple sentences, familiar vocabulary and visual, concrete and digital supports, for example, *Đây là tôi. Tôi là con trai. Đây là gia đình tôi. Đây là bạn thân của tôi*
- annotating pictures or photos using digital technologies and modelled language to describe people and objects, for example, *Cái nhà cũ. Cái áo mới*
- conveying aspects of their knowledge of their Vietnamese heritage, for example, by sharing a family story, photo or object from Vietnam

Creating

Elaborations

Participate in shared reading, viewing of or listening to imaginative texts and respond through miming, acting, matching pictures with text or answering questions

[Key concepts: imagination, response; Key processes: participating, listening, matching]

(ACLVIC111)



- listening to, reading or viewing familiar Vietnamese imaginative texts such as stories (*Mười hai con giáp*), rhymes (*Thằng Bờm*), and cartoons in digital form, participating in a collaborative retelling of the text using prompts such as objects, pictures or cut-outs, and sequencing pictures to show the correct order of events
- responding to spoken, or print and imaginative texts in digital modes through play-acting, illustrating and movement
- drawing their favourite character or scene from rhymes, songs or stories, such as *Thỏ và rùa*, *Cô bé quàng khăn đỏ*, and describing their favourite character, for example, *Con thích con (rùa/ thỏ) vì nó (chăm chỉ/lười biếng). Con không thích con (chó sói) vì nó (dữ tợn)*
- responding to questions about imaginative texts, for example, *Câu chuyện này xảy ra ở đâu/nói về điều gì? Trong truyện này gồm có những ai/các con vật nào? Chuyện gì xảy ra? Kết thúc ra sao?*

Create and perform simple imaginative texts such as chants, songs and stories, using familiar language and non-verbal forms of expression

[Key concepts: performance, expression; Key processes: experimenting, labelling, captioning]

(ACLVIC112)



- composing and performing rhymes, songs or stories, illustrating meaning through the use of non-verbal forms of expression such as clapping, gestures and facial expressions
- creating a narrative through a photo story or animation by sequencing a series of pictures with captions or by creating a storyboard with labels, using modelled language, for example, *Ngày xưa ngày xưa, trong một khu rừng/ngôi làng... có một gia đình/em bé*
- creating and presenting own Big Books or digital texts based on imagined scenarios in familiar contexts
- expressing an experience through a puppet play or dramatic performance

Translating

Translate and interpret familiar Vietnamese words, phrases and expressions

[Key concepts: language, meaning; Key process: translating]

(ACLVIC113)



Elaborations

- interpreting/translating greetings and other learnt words and phrases from Vietnamese into English, for example, *cảm ơn* (thanks), *tạm biệt* (goodbye), *chào* (hello), *xin lỗi* (sorry)
- sharing familiar Vietnamese phrases and expressions with friends and interpreting their meaning, for example, *Ngày mai gặp lại. Em tên gì? Em tên (là) Nam. Em bao nhiêu tuổi? Em bảy tuổi. Không có chi/gì*
- using Vietnamese and English to name familiar objects and conduct simple conversations, translating when necessary to help others understand
- playing matching games with Vietnamese and English words from Big Books and picture books in print or digital form

Create bilingual texts in both Vietnamese and English for the immediate learning environment such as labels, captions, wall charts and other resources

[Key concepts: representation, equivalence; Key processes: labelling, captioning]

(ACLVIC114)



- creating bilingual identity cards that contain personal information, for example, *Đây là tôi. Tôi có mắt màu đen. Tôi có tóc ngắn*/'This is me. I have brown eyes. I have short hair'
- creating parallel cards (in English and Vietnamese) and playing matching games such as Memory or Snap
- creating bilingual resources such as illustrated Vietnamese–English and English–Vietnamese wall charts or online flashcards for classroom use
- creating bilingual captions in Vietnamese and English for a photographic display for the classroom about a class event or experience such as a sports day, multicultural day or school camp
- making and displaying labels in Vietnamese and English for classroom objects

Reflecting

Elaborations

Share opinions and ways of behaving when using Vietnamese in home and school contexts

[Key concepts: identity, membership; Key processes: identifying, comparing]

(ACLVIC115)



- identifying the significance of particular gestures in Vietnamese-speaking contexts, noticing own level of comfort with these, for example, making or not making eye contact when talking to older people
- discussing one another's ways of communicating and their appropriateness in Vietnamese contexts, such as different ways of showing politeness, for example, when making requests (*giùm, làm ơn*), thanking someone (*cảm ơn nhiều, cảm ơn*), bending when passing people, folding arms and/or nodding while greeting people
- sharing with peers what it is like to use Vietnamese, for example, when singing a song in class, speaking Vietnamese with friends or family members, and using gestures, such as bowing when they say *Con chào bà mẹ. Châu chào ông bà*

Identify themselves as members of different groups, including the Vietnamese class, the school, their family and the community, describing their roles within these groups

[Key concepts: self, roles, belonging; Key processes: recognising, connecting, describing]

(ACLVIC116)



- listing various groups that they belong to, for example, family, school, class or clubs, and reflecting on themselves as a member of these groups and the role they play in each one
- identifying themselves as belonging to a particular cultural and/or language group, for example, 'my Vietnamese class', 'my Vietnamese school' and 'my community', or 'I speak Vietnamese' (*Tôi biết tiếng Việt*)
- reflecting on how their own identity as a person who knows more than one language influences the role they play in various groups
- eliciting and giving information that signals identity in different contexts such as home and school, including age and appearance, class and school, for example, compiling a personal profile consisting of their Vietnamese name, age and animal sign, using simple words and modelled statements, such as *Em tên (là) Nguyễn Hoàng Nam. Em mấy tuổi. Em học lớp hai. Em tuổi con heo*

Understanding

Systems of language

Recognise the sounds and tones of spoken Vietnamese, and notice how they are represented in words and symbols

[Key concepts: sound systems, writing systems; Key process: recognising]

(ACLVIU117)



Elaborations

- identifying the 29 letters of the Vietnamese alphabet by their names and sounds as well as the five tone markers
- building phonic awareness by recognising and experimenting with sounds and rhythms, focusing on letters that are similar in the English alphabet but produce different sounds in Vietnamese, for example, *e* and *i*, *d* and *đ*
- developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases
- noticing that Vietnamese is a tonal language, and that pitch changes affect the meaning of words
- understanding that although Vietnamese and English use the same alphabet there are additional symbols/markers that create more letters in Vietnamese
- developing familiarity with similarities and differences in Vietnamese sound–letter correspondence, such as *a*, *ă*, *â*; *e*, *ê*; *o*, *ô*, *ơ*; *u*, *ư*; as well as *c* and *k*, *i* and *y*, *s* and *x*, and *ch* and *tr*
- noticing that the same word with different tone markers has different meanings, for example, *ma*, *mà*, *má*, *mã*, *mã* and *mạ*
- exploring Vietnamese spelling strategies such as grouping words according to initial letters that represent particular sounds, for example, *h* (*hoa hồng*, *hát*, *học*) or *m* (*mẹ*, *má*, *mèo*)
- using single and consonant clusters, vowels and vowel clusters with tone markers to form and spell words, for example, *ta*, *la*, *tha*, *nga*
- recognising and using lower and upper case letters

Understand some first elements of Vietnamese grammar, such as personal pronouns, frequently used nouns, adjectives, verbs and prepositions, and basic rules of word order in simple sentences

[Key concepts: syntax, vocabulary; Key process: recognising]

(ACLVIU118)



- noticing that there are multiple forms of personal pronouns in Vietnamese compared to English, for example, *con, cháu, em, tôi, mình, anh, chị* versus 'I' and 'you'
- using common adjectives such as *to, nhỏ, cũ, mới, ngắn* and *dài* to describe people, animals and objects, noticing that nouns come before adjectives, for example, *áo xanh*
- using common verb forms, for example, *ăn, uống, chơi, ngủ, đọc, nghe, viết, hỏi, trả lời, nói, thích*
- recognising common prepositions relating to location, for example, *trong, ngoài, trên, dưới, ở giữa*
- using vocabulary relating to time, such as days of the week (*thứ Hai, thứ Ba, thứ Tư*), months of the year (*tháng Giêng/tháng Một, tháng Hai, tháng Tư, tháng Chạp/Mười hai*) and 'o'clock time' (*một giờ, hai giờ*)
- developing vocabulary knowledge relating to the school context, for example, *cái bảng, lớp học, giờ ra chơi, ăn trưa, sân chơi, cổng trường, thư viện*
- recognising basic structures of closed and open-ended questions, for example, *Em thích nghe truyện cổ tích không? Tại sao em thích truyện 'Cô bé quàng khăn đỏ'?*
- using some question words in familiar contexts, for example, *ai, cái gì, ở đâu, bao nhiêu*
- recognising word order in simple sentences, noticing that the subject is placed before the predicate, for example, *Em + đi học*

Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences between text types

[Key concept: familiar texts; Key process: recognising]

(ACLVIU119)



- examining different types of texts, such as signs, songs, captions, stories and dialogues, noticing that they can be short or long, spoken, written, digital, visual or multimodal
- sharing ideas about the purpose of different texts, such as a class timetable (to show the sequence of lessons) or a story (to describe past events)
- exploring similar text types in Vietnamese and English, for example, songs, street signs or labels on goods at a market, and noticing ways in which they are similar or different
- naming different types of familiar texts (story, poem, song) and discussing how they work, for example, using the story starter *Ngày xưa, hồi đó, lâu lắm rồi*; or rhyming or repeating words in songs, such as *quác quác quác*, *quạc quạc quạc* in the song 'Một con vịt'

Language variation and change

Elaborations

Recognise that there are variations in the way Vietnamese speakers greet and address different people

[Key concept: register; Key process: recognising]

(ACLVIU120)



- recognising that greetings and terms of address in Vietnamese vary according to participants, for example, bowing the head or saying *ạ/thưa/kính thưa* when interacting with elderly people
- noticing how language varies according to the relationship between the speakers and the context of communication, for example, the influence of relationships on the choice of personal pronouns (*con chào mẹ, cháu chào ông bà, em chào cô, em chào anh*)
- recognising that there can be different terms of address for the same person depending on their age and relationship with the speaker, for example *ông, bà, bác, cô, chú, anh, chị, em...*

Recognise that Australia is a multilingual society and that Vietnamese is one of the major community languages in Australia

[Key concept: language power; Key processes: understanding, recognising, comparing]

(ACLVIU121)



- exploring and naming different languages that they have encountered in everyday life, for example, languages of their parents, grandparents, neighbours or classmates
- exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages



Role of language and culture

Elaborations

Understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them

[Key concepts: language, culture, identity; Key processes: understanding, noticing]

(ACLVIU122)



- identifying gestures, words and phrases that reflect aspects of Vietnamese culture, for example, folding arms, using both hands to offer something, and saying *ạ, thưa, vâng ạ* to show respect
- identifying elements of Vietnamese cultural representation, such as flags, sporting emblems or cultural items (for example, *áo dài, nón lá* and *xích-lô*) in paintings or pictures of landscapes, folk tales or movies, and making comparisons with those of other cultures
- exploring the meaning of 'culture', recognising that it involves visible elements such as ways of eating, for example, how and why Vietnamese people use chopsticks and spoons instead of knives and forks (*Ở nhà em ăn bằng đũa*), and invisible elements such as how people live, what they value, and how they think about themselves and others
- discussing how and why gestures can be interpreted differently in different cultures, for example, using the fingers to beckon to others is considered appropriate in some cultures but impolite in Vietnamese culture

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers through action-related talk and play. They introduce themselves and others, and express thanks, likes and dislikes, needs and wishes, for example, *Tôi tên là Lan. Cảm ơn bạn. Tôi thích/ không thích ... Tôi muốn ăn cơm. Chúc bạn sinh nhật vui vẻ.* They use modelled repetitive language when participating in games and shared activities, and interact in classroom routines by responding to questions, following instructions and asking for permission, for example, *Dạ, em xong rồi. Các em hãy đọc theo cô. Thưa cô cho em đi uống nước.* When interacting, they use the sounds and tones of Vietnamese and distinguish between questions, such as *Ai? Ở đâu? Khi nào? Có ... không?*, and commands, for example, *Đứng lên.* They identify information and key words, such as names of people, for example, *cô An, bạn Hải*; places, for example, *trường, lớp*; or objects, for example, *cái bàn*; and convey information about themselves and their family, friends and school using modelled sentences and illustrations. They respond to imaginative experiences through miming, acting, and answering questions, and create and perform simple imaginative texts using familiar language and non-verbal forms of expression. Students use familiar vocabulary related to the classroom and home environment. They use simple sentences with appropriate word order to communicate information about themselves, for example, *Tôi bảy tuổi*, their family and the classroom, for example, *Đây là gia đình tôi/ lớp tôi.* Students translate frequently used words and simple phrases and create simple bilingual texts for the immediate learning environment. They describe the experience of using Vietnamese and identify their roles as members of different groups, including the Vietnamese class and their family and community.

Students identify the sounds and tones of the Vietnamese language in words and symbols. They identify similarities and differences between different types of familiar texts. They provide examples of the different titles and greetings that are used to address people in different situations. Students name some of the many languages used in Australia, identifying Vietnamese as one of the major community languages. They identify how the ways in which people use language reflect where and how they live and what is important to them.

Years 3 and 4

The nature of the learners

At this level, children are developing awareness of their social worlds and of their membership of various groups, including the Vietnamese class and community. They are further developing literacy capabilities in both Vietnamese and English, as well as biliteracy capabilities. They benefit from multimodal, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Vietnamese language learning and use

Learners interact with family and the wider Vietnamese-speaking community, and at school with their peers and the teacher in a variety of communicative activities. Specific language-learning skills such as memory and communication strategies are developed. Learners primarily engage in a variety of listening and viewing activities, and understand familiar stories, songs and poems. They use Vietnamese in everyday interactions such as seeking advice, asking for help and clarifying information or ideas, for example, *Thưa cô, chữ 'Việt' đánh vần thế nào ạ? Làm ơn giúp tôi trả lời câu này. Thưa cô 'lễ phép' là gì ạ?* They participate in discussions such as sharing information about their routines and leisure activities, and their feelings about themselves and their home, friendships and interests. They explore Vietnamese language and culture through experimentation with Vietnamese rhymes (*đồng dao, vè*) and proverbs (*tục ngữ*). They listen to and view children's songs, music performances, television shows and films, and use their imagination to create simple texts such as songs, dialogues and stories. They understand the function of basic grammatical features and sentence structure, and apply this understanding when describing actions, people and objects in simple texts such as messages, notes and emails to friends and relatives.

Contexts of interaction

The contexts in which students interact in learning and using Vietnamese are primarily the classroom, school and home. They have access to wider communities of Vietnamese speakers and resources through out-of-classroom activities and the use of virtual and digital technology. They work both independently and cooperatively, further developing their sense of personal as well as group identity, and of the cultural and intercultural significance of family relationships.

Texts and resources

Learners develop biliteracy skills through interacting with a range of spoken, written, visual and multimodal texts. Texts such as recipes, weather reports and family profiles show how language is used in different ways and for different purposes.

Features of Vietnamese language use

Learners explore Vietnamese sounds and spelling strategies to further develop their speaking and writing skills and initial understanding of their developing biliteracy. They compare the formation of Vietnamese and English nouns, verbs, adjectives, adverbs and prepositions to extend their vocabulary, and use simple sentences to provide information about places (*Nhà tôi ở gần trường học*), people (*Mẹ tôi có mái tóc dài*), events (*Hôm qua là Tết Trung thu*) and time (*Tôi đi ngủ lúc 9 giờ tối*). They begin to develop a metalanguage for understanding and discussing language features, and make connections and comparisons between such features in English and Vietnamese. Comparing the structures and patterns of Vietnamese with those of English helps learners understand both languages, assisting in the development of their biliteracy skills.

Level of support

This stage of learning involves extensive support through scaffolding. Teachers model what is expected, introduce language concepts and resources needed to manage and complete tasks, and make time for experimentation, drafting and redrafting, providing support for self-monitoring and reflection. Support includes a range of spoken, written, visual and interactive resources, such as puppet plays, songs, video clips and digital games.

The role of English

Learners use Vietnamese in classroom routines, social interactions, learning tasks and language experimentation and practice. Vietnamese and English are used for discussion, explanation and reflection, as learners become aware of the interdependence of Vietnamese language and culture and make comparisons with other languages and cultures. They discuss and begin to explore connections between culture and language use, and the significance of certain traditions and practices, for example, the use of *ông, bà, ba, mẹ, anh* or *chị* to address older people or siblings in Vietnamese rather than addressing them by their first names as in English.

Years 3 and 4 Content Descriptions

Communicating

Socialising

Share with peers and the teacher information and experiences relating to self, family and friends
[Key concepts: self, family, friends; Key processes: exchanging, describing]

(ACLVIC123)



Elaborations

- sharing personal information and asking questions to initiate conversations, for example, *Tôi tuổi con mèo. Bạn tuổi con gì? Gia đình tôi có năm người. Còn gia đình bạn có mấy người?*
- answering questions to provide information about self, family and friends using full sentences, for example, *Gia đình em có mấy người? Gia đình em có bốn người. (not Bốn người) Áo (của) em màu gì? Áo em màu đỏ (not Đỏ)*
- using simple descriptive statements to share information about themselves, for example, *Tôi có tóc ngắn màu đen. Tôi thích màu xanh dương và xanh lá cây. Tôi có thể chạy nhanh nhưng không biết bơi*
- participating in simple spoken exchanges with peers about daily routines, for example, *Bạn ở đâu? Bạn đi đến trường bằng gì?*, and personal interests, for example, *Tôi thích chơi đá banh. Còn bạn thích môn thể thao nào?*
- asking and answering questions related to time, place, number, days of the week, months and seasons, for example, *Hôm nay là thứ mấy? Mùa này là mùa gì?*
- exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form

Participate in collaborative tasks that involve planning and simple transactions

[Key concept: collaboration; Key processes: participating, contributing, transacting]

(ACLVIC124)



- working together in collaborative tasks and sharing decisions about content, vocabulary and design, for example, designing a poster for a special event or creating a shared online photo album with narration of a class event
- following procedures and instructions for shared activities, for example, making Mid-Autumn lanterns and paper cranes, or following simple recipes such as lemonade or jelly, using imperative verbs (*lấy, cắt, đổ, rửa*) and vocabulary for ingredients and quantities (*nước quất, trái, bột, một lít, một kí-lô*)
- planning, rehearsing and producing a performance such as a song or dance for school assembly, and interacting with guest speakers or classroom visitors during special occasions such as multicultural festivals or Harmony Day
- participating in short role-plays and games that involve taking turns, active listening, memory and information exchange

Participate in everyday classroom activities by seeking clarification, advice and help from others

[Key concept: participation; Key processes: advising, requesting]

(ACLVIC125)



- attracting attention to ask for assistance, for example, *Thưa cô, em không hiểu. Thầy/cô làm ơn sửa bài giúp em*
- seeking advice and help from others, for example, *Thưa cô, bài này làm thế nào ạ? Bạn giúp mình trả lời câu này với*
- using appropriate language to seek clarification, such as asking for something to be repeated, for example, *Xin thầy nhắc lại*, or asking how to say or write a word or expression, for example, *Thưa cô, chữ 'tiếng Việt' viết thế nào ạ? Thưa thầy, câu này tiếng Việt nói thế nào ạ?*

Informing

Elaborations

Locate and organise information relating to familiar contexts from a range of spoken, written, digital and visual texts

[Key concepts: routines, pastimes; Key processes: identifying, listening, viewing, reading, organising]

(ACLVIC126)



- gathering and organising information about others' activities and interests, for example, surveying peers on weekend or daily activities and tabulating the results
- listening to short spoken texts with some unfamiliar language, such as a recorded phone message, and identifying key points of information, for example, the name of the person calling, their contact details and the gist of the message
- collecting and sorting information from a range of texts in multimodal and digital forms about people, objects or animals, for example, constructing a table that sorts animals into those they like and those they don't like and gives reasons for preferences (*Tôi thích con gà vì nó cho mình trứng, thịt và lông. Tôi không thích con rắn vì nó cắn đau*)

Present information relating to familiar contexts in modelled spoken, written and visual texts in different modes, including digital and multimodal

[Key concepts: time, home, neighbourhood; Key processes: presenting, selecting]

(ACLVIC127)



- gathering information from a range of sources and reporting it in a different mode, for example, captioned photographs, drawings and posters sharing information orally about routines and interests, for example, giving a short speech about their daily life at home or their favourite songs or movies
- presenting information about familiar topics using modelled language, such as a recount of a recent school excursion or a set of instructions on pet care
- conveying information about school and community events in written and multimodal texts, such as annotated posters or digital storyboards, through scaffolding and guidance
- reporting information to others, for example, presenting the results of a class survey on likes and dislikes in relation to food and drink or leisure activities through a picture graph with annotations (*Nhiều bạn trong lớp mình thích ăn phở. Có 12 bạn thích ăn chả giò. Có vài bạn thích chơi quần vợt*)

Creating

Respond to imaginative texts such as fables, folk tales, songs and stories by identifying favourite elements and making simple statements about settings, characters and events

[Key concepts: setting, ideas, character, event; Key processes: responding, identifying]

(ACLVIC128)



Elaborations

- reading, viewing and listening to a range of fiction texts such as short stories, children's fables (*phim/truyện ngụ ngôn*) and folk tales (*truyện cổ tích*), and retelling or summarising the basic plot and making statements about the setting and main characters using descriptive language
- creating a timeline of the main events of a story using words, pictures or simple sentences
- performing a scene from a text such as a Vietnamese folk tale, for example, *Tám Cám, Hằng Nga và Hậu Nghệ*, using modelled language
- discussing personal responses to imaginative texts, providing short statements about favourite elements such as characters, settings or events

Create and perform imaginative texts such as captions, chants, raps, dialogues and stories, using formulaic expressions, modelled language and visual supports

[Key concepts: imagination, experience; Key processes: creating, performing]

(ACLVIC129)



- expressing own ideas and imagined experiences in texts such as short stories, using modelled language
- creating and performing simple imaginative texts such as action songs, dialogues or plays, using gestures, movements and facial expressions to enhance characterisation or effect
- creating an alternative version of a story, using pictures or online slideshows and photo albums, favourite characters, formulaic expressions and modelled language, for example, *Hồi đó, lâu lắm rồi, một ngày nọ, một hôm, có một cậu bé/anh chàng*

Translating

Elaborations

Translate and interpret words and expressions in simple Vietnamese and English texts, noticing similarities and differences or non-equivalence of words and expressions
[Key concept: equivalence; Key process: comparing translations]

(ACLVIC130)



- identifying words and expressions in Vietnamese and English that do not readily translate, for example, *phở*, *bánh chưng*, *áo dài*, 'bushwalking', 'the outback'
- examining texts, including digital and multimodal texts, to identify how the meaning of words changes according to context, for example, a common Vietnamese homonym such as *đá*, which may mean 'to kick', 'stone' or 'ice' (as in *trà đá*); or the personal pronouns 'I' and 'you' in English, which can be translated as *ông*, *bà*, *cô*, *chú*, *anh*, *chị*, *em*, *con* or *cháu* in Vietnamese
- noticing the diverse ways in which meaning is conveyed in Vietnamese and English, and differentiating between word-by-word translation and intended meaning, for example, *Chúc (ông bà) sống lâu trăm tuổi* ('I wish you long life') and *Chúc cháu bé ngoan ăn, chóng lớn* ('I hope the baby eats well and grows fast')
- translating signs or phrases in familiar contexts from Vietnamese into English, for example, street signs, addresses and food labels, noting that some signs or symbols are universal, for example, the 'Stop' and 'Peace' signs, and the wi-fi and Olympic symbols

Create simple bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and the school community

[Key concept: representation; Key processes: selecting, translating]

(ACLVIC131)



- creating bilingual resources for use in the classroom or school, for example, digital picture dictionaries and word lists, glossaries, or signs for the school environment
- creating simple Vietnamese captions to accompany storybooks in English, such as *Chú sấu đói bụng* (*The Very Hungry Caterpillar*), and reading them to younger students
- alternating between Vietnamese and English versions of games such as *Mấy giờ rồi ông sói ơi?*/What Time is it, Mr Wolf? and *Oẳn tù tì, ra cái gì, ra cái này*/Rock, Paper, Scissors
- creating hand-made or digital greeting cards in both Vietnamese and English for different celebrations and traditions

Reflecting

Reflect on their experiences as Vietnamese background speakers when interacting in English and Vietnamese, identifying differences in language use and behaviours
[Key concepts: culture, language, behaviour; Key processes: examining, connecting]

(ACLVIC132)



Elaborations

- comparing their interactions in Vietnamese and English, noticing different behaviours and language used, for example, using appropriate personal pronouns and adding the sound *ơi* after the names of family members and friends to attract the person's attention or show affection (*Mẹ ơi*, *Hoa ơi*), compared with addressing friends in English by their first name (*Chị ơi*, *ra đây chơi với em/Lan*)
- describing elements of Vietnamese language that are different to English, including pronunciation, gestures and facial expressions, and sharing what they find difficult or awkward when using each language
- developing language for describing experiences of intercultural exchange in different contexts, for example, *Tôi thích nói tiếng Việt ở nhà hơn ở trường*

Explore their own sense of identity, including elements such as family, background, experiences, and ways of using language in Vietnamese- and English-speaking contexts

[Key concepts: communication, identity; Key processes: reflecting, adjusting]

(ACLVIC133)



- discussing the groups they belong to, including their family and Vietnamese cultural and language groups, and reflecting on how membership of these groups affects their own sense of identity
- creating texts that express their identity, including as a member of different cultural and/or language groups, for example, their name in English and/or Vietnamese, their age in Vietnam and Australia (*Mai lên chín, tuổi ta. Mai mới tám tuổi tây*)
- mapping their personal profile by creating a chart, timeline or web document to highlight significant experiences or events, for example, marking an event when they identified as Vietnamese, such as Lunar New Year (*Tết Nguyên đán*)
- noticing how they communicate with one another, their family, teachers and other adults, identifying differences in behaviour in different contexts and with different people, and suggesting reasons for these differences

Understanding

Systems of language

Experiment with pronunciation and spelling of Vietnamese vowels, consonants and tone markers

[Key concepts: pronunciation, spelling; Key processes: listening, distinguishing, applying]

(ACLVIU134)



Elaborations

- identifying similarities and differences between Vietnamese and English pronunciation, and adapting learnt spelling strategies from one language to the other
- exploring the Vietnamese sound system and making connections between letters, sounds and tone markers in words, for example, adding or changing tone markers to form new words (*co, cô, có, cồ, cộ*)
- recognising common Vietnamese sounds in words, for example, *nguyên âm đôi*, and using spelling strategies to identify and produce words that have the same sounds, for example, *ao: áo, táo, vào* and *oi: chơi, với, tôi*
- analysing sounds such as diphthongs and triphthongs (*nguyên âm đôi và nguyên âm ba*) and rhyming patterns (*vần điệu*) when listening to Vietnamese songs, and grouping words according to their pronunciation and sounds, for example, *uoi: cười, tươi, người* and *iên: liền, miễn, điền, tiền*
- developing and applying spelling strategies when writing frequently used words and more difficult words, for example, *ưa, mưa, đưa, chưa*, and forming new words, for example, *cái, mái, lái, thái, trái*

Develop knowledge of nouns, adjectives, verbs and adverbs to describe actions, people and objects, and express possession

[Key concepts: verb forms, adjectives; Key processes: noticing, applying]

(ACLVIU135)



- exploring different types of nouns such as common nouns (*bàn, tủ, mèo, chó*), proper nouns (*Hoa, Hải, Việt Nam*), single nouns (*gà, bò, bàn*), and compound nouns (*đất nước, nhà trường, học sinh*)
- expressing possessive cases by using *của* + noun/pronoun, for example, *con mèo/cái bàn/căn phòng của tôi, cây thuốc/cái áo của bạn*, and noticing cases when *của* can be omitted, for example, *ba tôi, mẹ tôi, bạn tôi, nhà tôi, phòng ba mẹ tôi*
- creating plural forms of nouns by adding another word in front of the stem word according to context, for example, *hai cái áo, những cái áo, nhà nhà, người người*
- understanding how time expressions are formed through the use of *đang, đã, rồi, sẽ* or *hôm qua, ngày mai*, for example, *Tôi đang ăn. Tôi đã sống ở đây hai năm. Tôi ăn rồi. Ngày mai tôi (sẽ) đi coi phim*
- using adverbs to modify actions, for example, *chạy nhanh, đi chậm, học giỏi, hát hay*
- experimenting with the use of prepositions (*trên, dưới, trong ngoài, ở giữa*), for example, *Con chim bay trên trời* means 'The bird flies in the sky', rather than the literal translation, 'The bird flies above the sky'
- understanding and applying appropriate word order in sentences, for example, recognising that adjectives follow nouns (*áo trắng*), and experimenting with word order to see how meaning changes, for example, *Lan hay hát ≠ Lan hát hay*
- creating affirmative, negative and interrogative sentences, including closed and open-ended questions, for example, *Tôi thích ăn cơm. Ba mẹ không thích tôi coi phim nhiều. Bạn thích ăn cơm không? Bạn thích ăn món gì? Tạo sao mình phải uống nước nhiều?*
- noticing that interrogatives (*khi nào, ở đâu, bao nhiêu*) can be placed at the beginning, in the middle or at the end of questions, for example, *Khi nào em đến?* or *Em đến khi nào?*; *Bao nhiêu tiền một nải chuối?* or *Một nải chuối giá bao nhiêu tiền?*

Recognise the features and purpose of a range of familiar texts such as stories, greeting cards, recipes, advertisements and posters

[Key concepts: audience, text structure; Key processes: identifying, comparing, classifying]

(ACLVIU136)



- classifying a range of texts such as stories, greeting cards, recipes, advertisements and posters according to their purpose(s), for example, to entertain, to describe, to inform or to persuade, and recognising language features typically associated with particular texts, for example, the use of imperatives in recipes, time markers in stories, or recycling symbols on packaging
- recognising how different textual elements such as titles or headings, layout, images and script combine to make meaning in a text such as an invitation, web page or picture book
- comparing features of simple spoken and written texts in Vietnamese, such as a verbal greeting or a handwritten postcard, and comparing these with similar texts in English, noting, for example, the format used to write the date and address and different ways of addressing people

Language variation and change

Explore how language use varies according to the age, gender and relationship of participants and the context

[Key concept: variation; Key processes: identifying, understanding]

(ACLVIU137)



Elaborations

- identifying how language choices reflect politeness and respect, for example, Vietnamese children greet their grandparents by saying *Cháu chào ông bà ạ*, not *Tôi chào ông bà*
- observing different ways of showing politeness in different contexts and between different participants, for example, requesting (*làm ơn, cảm phiền*), thanking (*chân thành cảm ơn, thành thật cảm ơn, cảm ơn nhiều*), bending when passing people, folding arms and/or nodding while greeting people
- making adjustments to language use when interacting with family and friends, for example, using personal pronouns that relate to a person's position in the family or to family relationships (*chị/cô/bà, anh/ông, anh Hai, chị Ba, cô Tư ...*)
- exploring the diversity of Vietnamese nouns, pronouns and adjectives that are used to express gender and age, for example, *anh/chị, đàn ông/đàn bà, con gái/con trai, gà trống/gà mái, chó đực/chó cái, heo con, bê*

Recognise that languages change over time and influence one another

[Key concepts: loan words, dynamic systems, language variation; Key processes: observing, identifying]

(ACLVIU138)



- exploring the influence of English on informal language used in daily interactions by Vietnamese people in Australia, for example, *đi* 'shop', *xem* 'TV', *nghe* 'radio', *dùng* 'internet' and the use of terms such as 'OK', 'hello' and 'shopping'
- recognising that many Vietnamese words are derived from other languages, including French (*ba lê* 'ballet', *cà phê* 'café'), English (*internet*, *căn-tin* 'canteen') and Chinese (*phụ huynh*, *tổ quốc*)



- understanding that some languages are continuously evolving, others are endangered, and some are being revived, with particular reference to indigenous languages used throughout the world, including Aboriginal languages and Torres Strait Islander languages in Australia



- reflecting on changes in language practices in modern Vietnamese, and making comparisons with traditional Vietnamese, for example, *sử ký* and *lịch sử*, *thầy u* and *ba mẹ*, *sư phụ* and *thầy cô*

Role of language and culture

Make connections between cultural practices and language use, such as culture-specific terms or expressions in Vietnamese and English

[Key concepts: behaviours, practices; Key processes: identifying, making connections]

(ACLVIU139)



Elaborations

- discussing cultural similarities and differences between ways of interacting with different people, such as peers, family members or teachers, in Vietnamese- and English-speaking contexts
- recognising the interconnections between cultural practices and language use in Vietnamese and demonstrating cultural awareness when using Vietnamese, for example, using *Dạ*, *thưa* to indicate politeness, or adding *ông*, *bà*, *thầy*, *cô*, ... before Vietnamese names rather than addressing Vietnamese adults only by their first names, to show respect
- identifying traditional cultural practices and related language use that supports the sustainable consumption of resources, for example, *cắt những túi nhựa đi chợ để dùng lại*
- recognising both the literal and cultural meanings of Vietnamese names and understanding Vietnamese naming traditions, for example, that Vietnamese people traditionally list their family name first, then their middle name, and their first (given) name last
- exploring how language carries cultural ideas, such as *Tết Nguyên đán*, *Tết Trung thu*, *đám giỗ*, *thôi nôi*, *đầy tháng*
- learning metalanguage to discuss the relationship between language and culture in Vietnamese and English, using metalanguage, for example, *ý nghĩa* ('meaning'), *sự khác biệt* ('difference') and *cách cư xử* ('behaviour')

Years 3 and 4 Achievement Standard

By the end of Year 4, students use Vietnamese to interact with the teacher and peers to exchange information and experiences relating to themselves, their family and friends. They use formulaic expressions to participate in simple transactional exchanges and collaborative activities, and to seek clarification, assistance or advice in everyday classroom routines, for example, *Làm ơn cho biết*. When interacting, they use features of Vietnamese pronunciation, including tones, vowels and consonants. Students locate information relating to familiar contexts and present it in modelled spoken, written and visual texts. They respond to imaginative texts by identifying favourite elements and making simple statements about settings, characters or events, and create simple imaginative texts using formulaic expressions and modelled language. Students use common action verbs (for example, *đi, ăn, ngủ, chơi, chạy, nói, cười, làm, học*), adjectives (for example, *đẹp, xấu, tốt, đen, đỏ*) and adverbs (for example, *nhANH, chậm, hay, giỏi*), to create short, simple sentences about their routines and interests. They use vocabulary related to school, home and everyday routines. They use appropriate word order and personal pronouns in simple spoken and written texts, for example, *Đây là con mèo con của tôi/anh/em/cháu*. They translate and compare common Vietnamese and English expressions and create simple bilingual texts for classroom use. Students describe how language involves behaviours as well as words and share their experiences of communicating in Vietnamese- and English-speaking contexts.

Students identify the tones of the Vietnamese language and use tone markers when writing. They identify the features and purpose of a range of familiar texts. They provide examples of how language use varies according to the participants, social context and situation (for example, *cho em/tặng bạn/biểu bà một món quà*), and identify differences between ways of showing politeness in Vietnamese- and English-speaking contexts. They identify how languages change over time, providing examples of Vietnamese words borrowed from other languages such as English and French. They compare Vietnamese and English language use and cultural practices, identifying culture-specific terms and expressions.

Years 5 and 6

The nature of the learners

At this level, learners have established communication and literacy skills in Vietnamese that enable them to explore aspects of Vietnamese language and culture as well as topical issues or themes drawn from other key learning areas. They are widening their social networks, experiences and communicative repertoires in both Vietnamese and English, and developing some biliteracy capabilities. They participate in collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context, and have an increased awareness of the world around them.

Vietnamese language learning and use

Purposeful language use in authentic contexts and shared activities in the classroom develop language skills and enhance communication and understanding. Learning how Vietnamese is structured reinforces their oracy and literacy. Learners develop their speaking skills by interacting with teachers, peers, family and local Vietnamese speakers to share their own and enquire about others' experiences, interests and opinions. They have access to a broader range of vocabulary, and use strategies such as effective listening skills to support communication. They explore Vietnamese language and culture by engaging with simple folk tales (*truyện cổ tích*), fables (*truyện ngụ ngôn*) and folk songs (*ca dao*). They read extracts from both Vietnamese and Australian imaginative texts to engage with themes, characters and messages, and explore embedded cultural beliefs, values and practices. They read nonfiction texts to obtain information about significant places, figures and events relating to Vietnamese-speaking communities, and apply their language knowledge and skills to decode unknown words and predict meaning. Individual and group presentation and performance skills are developed through modelling, rehearsing and resourcing the content of presentations. Learners write more accurately and fluently for a wider range of purposes and audiences, for example, creating imaginative narratives and weekly journals describing personal experiences to share with their peers.

Contexts of interaction

Learners use Vietnamese in the classroom and in their extended social space, such as family, neighbourhood and community, for a widening range of purposes, for example, exchanging information, expressing ideas and feelings, and responding to experiences. They are able to work more independently, and also enjoy working collaboratively. They explore cultural aspects of communication, and use information and communication technologies (ICT) to support and enhance their learning.

Texts and resources

Learners interact with an increasing range of informative, persuasive and imaginative texts about their neighbourhood, Vietnamese-speaking communities and individuals. They refer to and use a broad range of grammatical and lexical resources to understand and communicate in Vietnamese. The use of dictionaries is encouraged to support language acquisition and accuracy of language use, ensuring the correct interpretation of similar words, for example, 'old' as *già* or *cũ*; *ngon* as 'tasty' or 'delicious'.

Features of Vietnamese language use

Learners' pronunciation, intonation and phrasing are more confident. They apply appropriate sentence structures, using nouns, adjectives, verbs, conjunctions and writing conventions to express opinions (for example, *Tôi thích học tiếng Việt để nói chuyện với ông bà*), and describe actions and events in relation to time and place (for example, *Tuần trước tôi đi dự hội chợ Tết ở Richmond* or *Hôm qua ba mẹ tổ chức sinh nhật cho tôi ở nhà*), in a range of written texts. They use comparative modes (for example, *đẹp, đẹp hơn, đẹp nhất*), possessive cases (for example, *cái áo của anh, trường tôi*) and time expressions (for example, *năm trước, năm nay, tháng sau, hôm kia, ngày mai*) to express themselves in a range of social situations. They reflect on language and how it is used in different ways to communicate. They explore cross-linguistic and intercultural influences on the Vietnamese language, such as words derived from Chinese (*phụ huynh, sư phụ, phụ nữ*) and French (*ga ra, cà rốt* and *căn-tin*). As they use Vietnamese for a wider range of interactions, they recognise how language features and expressions reflect cultural beliefs and practices (for example, *con số hên, ngày tốt, tốt ngày, Cháu chúc ông bà sống lâu trăm tuổi, Chúc em bé ngoan ăn chóng lớn*), and the cultural and social impact of some grammatical forms or vocabulary, for example, using informal or formal language to address others in specific contexts (*Cháu biếu ông bà/Tôi tặng bạn/Anh cho em một món quà*).

Level of support

While learners work both independently and collaboratively at this level, ongoing support and feedback are incorporated into activities such as the production of written texts. Support includes the provision of models, scaffolds, stimulus materials, and resources such as word charts, vocabulary lists and dictionaries.

The role of English

Classroom interactions are increasingly bilingual. Vietnamese is used primarily for communication, while English and Vietnamese are used for discussion of linguistic features and cultural practices, and for reflective tasks and explanations. Learners are given opportunities to think about personal and community identity. They engage with texts that reflect Vietnamese culture, and ask questions about cultural values and practices and how these relate to their own sense of identity when interacting in Vietnamese- and English-speaking contexts.

Years 5 and 6 Content Descriptions

Communicating	
Socialising	Elaborations

Interact and socialise with peers and the teacher to exchange information and opinions related to daily life, school, friends, leisure and social activities

[Key concepts: school, daily life, leisure, place; Key processes: socialising, sharing]

(ACLVIC140)



- interacting via different modes of communication such as text messages, emails or social media to exchange personal information, express opinions, and agree or disagree, for example, *Cuối tuần, tôi thích đi bơi hơn học võ. Còn bạn thích làm gì? Tôi thấy bài đọc này khó quá. Còn bạn thì sao? Tôi không nghĩ vậy*
- sharing information and opinions with peers in class and in online communities about aspects of their lives, such as being a member of the Vietnamese community in Australia, and sustaining communication by asking questions, for example, *Hôm qua là Tết Trung thu, bạn có đi xem múa lân không? Tết Trung thu năm nay tổ chức ở đâu vậy? Có gì đặc biệt không? Lớp mình có bao nhiêu người đi dự hội chợ Tết? Bạn có biết ở Úc, thành phố hay tiểu bang nào đông người Việt nhất không?*
- comparing routines, interests and favourite activities, using language associated with time, sequence and location, for example, *Tôi đi học về lúc 4 giờ 30 phút /4 giờ rưỡi chiều. Tối thứ Bảy, tôi thích xem phim và nghe nhạc sau khi làm xong bài tập*
- describing and elaborating on details of experiences or social activities with family and friends, for example, *Thứ Bảy vừa qua là sinh nhật của bà nội, cả nhà tôi tới mừng sinh nhật bà*
- creating own versions of familiar texts, for example, cards for special occasions such as weddings, or greeting cards such as postcards for imagined special occasions

Collaborate with peers in group tasks and shared experiences to make choices and arrangements, organise events and complete transactions

[Key concept: negotiation; Key processes: making decisions and arrangements, transacting]

(ACLVIC141)



- engaging in shared activities that involve planning, collaborating and evaluating, such as performing a Vietnamese item at a school assembly, or creating lanterns for *Tết Trung thu*
- allocating and swapping roles in group activities, games and authentic or simulated transactions
- planning and making arrangements for activities such as outings or performances, using expressions related to place, time and numbers, for example, *ở đâu, khi nào, bây giờ kém 15 phút*
- creating and performing role-plays such as simple transactions that involve asking or giving price or purchasing goods and services, for example, *Bao nhiêu tiền một lít sữa? Một kí-lô nho giá bao nhiêu?*
- collaborating to decide on a menu for a class lunch, and negotiating items, prices and delivery with a local restaurant, for example, *Bạn thích ăn món gì? Mình nên đặt cơm hay mì xào? Có giá đặc biệt cho 30 người không? Khi nào mình muốn họ mang đồ ăn tới?*

Engage in classroom interactions by asking and responding to questions and expressing opinions

[Key concepts: engagement, interaction; Key processes: responding, questioning]

(ACLVIC142)



- contributing to the development of a set of class rules, for example, *Trong lớp học này chúng ta chỉ nói tiếng Việt vì đây là dịp để thực tập môn tiếng Việt*
- asking and responding to questions, for example, *Thưa thầy, em làm chung với ai? Thưa cô, khi nào em phải nộp bài này? Em chọn câu A. Thưa cô, em đồng ý với bạn Hà*
- checking on one another's progress during learning tasks or activities, using questions such as *Bạn làm sắp xong chưa? Sao bạn làm nhanh thế?*
- participating in class discussions and offering opinions on various topics, such as water and road safety, a class recycling program or physical fitness and wellbeing
- expressing opinions on classwork and school life, for example, *Giờ học tiếng Việt vui quá! Bài thi toán khó quá! Buổi đi cắm trại rất thú vị và bổ ích. Phòng vệ sinh trường mình rất sạch. Căn-tin trường mình bán đồ ăn ngon và rẻ*

Informing

Locate, classify and compare information relating to personal, social and natural worlds from a range of spoken, written, digital and visual texts

[Key concepts: place, media, private and public world; Key processes: listening, reading, viewing, locating, classifying]

(ACLVIC143)



Elaborations

- locating, classifying and summarising information from a range of sources, such as notices, results of class surveys, announcements and reports, using memory tools such as tables, charts and concept maps to organise and sequence information
- collecting information from sources such as class surveys, online forums or blog posts about aspects of Vietnamese culture at home, for example, *ngày giỗ*) and in the local community, for example, *Tết Nguyên đán, lễ Vu lan, giỗ tổ Hùng Vương*
- investigating aspects of life in Vietnamese-speaking communities overseas, for example, through web-chatting with relatives in Vietnam to find out more about their own family's origins, history or circumstances
- collecting and comparing information from a range of print and digital texts on topics related to personal and social worlds, for example, how to balance schoolwork, hobbies and time with friends
- locating information about geographical features in Vietnam and classifying them as natural (*động Hương Tích, vịnh Hạ Long*) or constructed features (*Văn Miếu, chùa Một Cột, chùa Thiên Mụ, lăng tẩm Huế*)

Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences

[Key concepts: audience, context, presentation; Key processes: presenting, relating]

(ACLVIC144)



- presenting information in graphs or tables in print or digital form, for example, results from a class survey on preferred leisure activities, foods or idols; or statistics related to Vietnam and Australia, such as population and physical size, climate, number and types of dwellings, pet ownership or most popular leisure activities
- explaining to others a procedure or practice, for example, community recycling, a recipe, fashion or health-care tips, a tutorial on the rules of a sport or game, or instructions on keeping a pet



- presenting information in a range of texts, including multimodal and digital texts, for different audiences, for example, a recount of the Year 5 camp for a school newsletter, an invitation to parents to attend the Year 6 information evening, or a review of the latest movie for peers
- sharing information with peers or family members in Vietnamese-speaking communities overseas, for example, via a video clip or an online blog or wiki, introducing aspects of local culture, including interesting places, people and lifestyle, for example, *phương tiện giao thông, cuộc sống của người thành thị và nông thôn, xã hội đa văn hóa*

Creating

Engage with imaginative texts, including digital and multimodal, by identifying and describing key elements such as themes, settings, characters and events

[Key concepts: morality, experience, interconnection; Key processes: expressing, explaining]

(ACLVIC145)



Elaborations

- identifying and describing key elements of an imaginative text, such as settings, characters and events, by asking and responding to questions such as *ở đâu? khi nào? ai? làm gì? như thế nào? tại sao?*, or by producing a profile of a character or a timeline of events
- reading or viewing imaginative texts in print, digital or multimodal forms, such as poems, cartoons, stories, folk tales or films, and performing scenes that illustrate aspects of a character's attitudes, personality or reactions, the story's ending or the writer's message
- illustrating an extract of text by selecting images, for example, a picture, colour, symbol or emoticon, to express the content, mood or key message of the text
- participating in imaginative exchanges such as a role-play between characters from a story

Present, reinterpret or create alternative versions of imaginative texts, adapting events or characters to different modes and contexts

[Key concepts: character, event; Key processes: re-creating, transforming, performing]

(ACLVIC146)



- creating the next scene, a new character or an alternative ending for Vietnamese imaginative texts, such as a folk tale, short story, drama or film
- creating and telling a story in the form of a photo slideshow, using modelled language and speech bubbles, captions or other visual/audio aids to enhance effect
- producing and performing short scripted plays to retell a traditional folk tale in a modern context
- composing and participating in imagined interactions with characters from familiar texts, for example, a conversation between characters, or meeting a character from a Vietnamese story or film for the first time

Translating

Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or concepts are easy or difficult to translate

[Key concepts: translation, equivalence; Key processes: judging, comparing, interpreting]

(ACLVIC147)



Elaborations

- identifying words or phrases that are hard to translate, for example, food items (*bánh chưng, bánh tét, bánh xèo, phở*) or traditional customs (*cúng ông bà, xin xăm, coi ngày, coi tuổi*), and explaining possible reasons for difficulty of translation
- translating and interpreting a range of simple texts, including idioms, from Vietnamese into English and vice versa, and developing strategies to deal with words that are difficult to translate, for example, *tiên học lễ, hậu học văn, gần mực thì đen, gần đèn thì rạng/sáng, ăn vóc học hay*
- translating words and expressions in familiar texts, including multimodal and digital texts, such as greeting cards, menus, road signs or story titles, and considering how meaning may be interpreted from a different cultural perspective
- comparing own translations of simple texts with peers', commenting on differences between versions and collaborating to develop a whole-class version
- exploring diverse ways in which meaning is conveyed in Vietnamese and English, such as multiple meanings of words, for example, 'old' may be translated as *già* or *cũ*, *ngon* as 'tasty', 'delicious', 'mouthwatering', 'scrumptious' or 'rich', and comparing synonyms for verbs, for example, 'running', 'sprinting', 'dashing', 'jogging' and *chạy nhanh, chạy vụt, chạy bộ*
- examining the risks of literal (word-for-word) translation when translating expressions, idioms and proverbs, for example, 'An eye for an eye' should not be translated as *Một con mắt cho một con mắt* but as *Ăn miếng trả miếng*

Produce a range of bilingual texts and resources for their own language learning and for the school community such as posters, menus, recipes or stories, including multimodal and digital forms

[Key concept: linguistic landscape; Key processes: translating, designing]

(ACLVIC148)



- creating parallel lists of informal Vietnamese and English expressions for everyday interactions with teachers, friends and family in print and digital modes
- making and using bilingual resources for language learning, such as glossaries or personal Vietnamese–English and English–Vietnamese print and digital dictionaries
- producing glossaries of cultural terms in English and Vietnamese to inform Vietnamese and Australian visitors about events in each country, such as Australia Day, Anzac Day, Christmas/New Year celebrations or Moon/food/boat racing festivals, and explaining culture-specific elements



- composing bilingual resources for the school community, such as posters for class or school performances, displays or events, for example, *Ngày hội Thể thao* (Sports Carnival), *Ngày hội Đa văn hóa* (Multicultural Day), a translation of the school canteen menu into Vietnamese, or a virtual tour of the school with signs, notices, labels and short comments in Vietnamese and English, for example, *Thư viện* (Library), *Hội trường* (Hall), *Hãy giữ im lặng!* (Be quiet!), *Xin vui lòng bỏ rác đúng chỗ!* (Please do the right thing!)
- creating subtitles for short video clips or slideshow presentations of intercultural experiences to share with the school community, such as going on a holiday, attending a wedding ceremony, giving or accepting a gift, or informing Vietnamese peers and community of school or cultural events

Reflecting

Elaborations

Reflect on their experiences of interacting in Vietnamese- and English-speaking contexts, and discuss adjustments to language and behaviours made when moving between languages

[Key concepts: society, background, belonging; Key processes: comparing, explaining]

(ACLVIC149)



- explaining adjustments they make when moving between English- and Vietnamese-speaking contexts, for example, adjusting the way they communicate to adults and authority figures in Vietnamese by using 'please' (*Dạ, phải. Thưa bác*), or the use of different introductions depending on the participants, such as using *Thưa ba mẹ, đây là Nam, bạn con* to introduce friends to their parents and *Đây là Hải, bạn tôi* to introduce friends to each other
- identifying adjustments they make when interacting in an Australian-English context, for example, using different forms of address, or different ways of showing politeness, and discussing why these adjustments are appropriate
- reflecting on instances when moving between Vietnamese- and English-speaking contexts has felt comfortable, awkward or difficult and explaining why this might be the case
- discussing the ways they communicate with Vietnamese speakers, for example, making appropriate eye contact, allowing for personal space, and making language choices to show respect to elderly people, parents and teachers; and drawing comparisons with the ways they communicate with English speakers

Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication

[Key concepts: self, complexity, belief systems; Key processes: finding connections, reflecting, discussing]

(ACLVIC150)



- discussing how having a Vietnamese background influences who they are and how they interact and behave in different contexts
- identifying aspects of personal identity such as age, gender and social status that are important when interacting in Vietnamese-speaking contexts
- identifying key influences on their sense of identity, such as their family origins, traditions and beliefs and significant events, for example, *Ra ngoài đường con phải lễ phép để người ta đừng cười ba mẹ không biết dạy con. Người lịch sự/có văn hóa/có giáo dục không bao giờ chửi thề hay nói bậy*
- exploring how they communicate with one another, their teachers and families, noticing whether they see themselves differently in different contexts, for example, *Khi nói chuyện ở nhà tôi cảm thấy mình là người Việt. Khi nói chuyện ở trường tôi cảm thấy mình là người Úc*

Understanding

Systems of language

Elaborations

Recognise and apply features of intonation and pronunciation and writing conventions used in different types of texts and contexts

[Key concepts: sound systems, pronunciation, punctuation;
Key processes: recognising, applying]

(ACLVIU151)



- applying basic pronunciation rules, including adding or changing tone markers, initial consonants or vowels to form new words, for example, *buổi, cuối, đuổi, tuổi, chuối*
- understanding and reproducing Vietnamese words with different tone markers, and understanding that pitch changes affect the meaning of a word, for example, *thương, thường, thường, thượng*
- understanding the variability of sound–letter matches and distinguishing between similar sounds such as *ch* and *tr*, *s* and *x* (*chai/traí* or *song/xong*)
- exploring Vietnamese sounds such as heterographs, for example, *giai* and *dai*, *dây* and *giây*, and homonyms, for example, *bàn* (*bàn bạc*) or *bàn* (*cái bàn*)
- analysing Vietnamese pronunciation and intonation, for example, *Anh ăn trưa chưa? Anh chưa ăn trưa? and Anh chưa ăn trưa*
- applying Vietnamese spelling rules, for example, *k, gh* and *nh* only go with *i, e, and ê* (*kiến, kê, kể, ghi, ghe, ghé, nghĩ, nghe, nghệ*)
- comparing Vietnamese words that end with *i* and *y*, and identifying words that are commonly misspelled, such as *tai* and *tay*, *mai* and *may*, *ngài* and *ngày*
- using appropriate punctuation in writing, including commas, full stops, question marks, semicolons, colons, inverted commas and exclamation marks

Understand and use basic grammatical structures and explore a range of nouns, adjectives, adverbs, verbs and conjunctions, to express opinions, actions and events in time and place

[Key concepts: nouns, adjectives, verb forms, conjunctions;
Key processes: understanding, expressing]

(ACLVIU152)



- applying basic sentence structure in spoken and written texts, for example, subject + predicate, and understanding the grammatical function in sentences of adjectives, nouns, verbs and adverbs
- using different types of compound words, for example, *nhà cửa, đường phố, trường lớp, anh chị em*, and understanding how they are formed, for example, *trường + học = trường học; học + hành = học hành*
- using adverbs and adjectives to expand and elaborate meaning in sentences, for example, (*hát*) *hay*, (*học*) *giỏi*, (*làm việc*) *nhANH NHẸN/chẬM CHẠP* and (*người con*) *ngoan ngoan/cÓ HIỂU, (căn phòng) sạch sẽ/ngĂN NẮP*
- exploring a range of comparative and superlative forms of adjectives, for example, *đẹp, đẹp hơn, đẹp nhất*
- extending vocabulary by learning and using reduplicative words, for example, *nhỏ nhỏ, to to, đo đo*
- exploring and using synonyms, for example *to, lớn, nhỏ, bé, siêng năng, chăm chỉ*, and antonyms, for example, *tốt ≠ xấu, mới ≠ cũ, ngày ≠ đêm, nóng ≠ lạnh, hiền ≠ dữ, giàu ≠ nghèo*
- expanding use of verbs to express actions, for example, *Tôi chơi đá banh*, and feelings, for example, *Tôi cảm thấy vui khi được cô khen*; and imperative forms, for example, *Im lặng! Nghe cô giảng bài!*
- using conjunctions to link words, phrases or sentences, for example, *và, với, hay, tại vì, hoặc, tuy, nhưng*

Understand the structure and language features of familiar texts such as recipes, recounts, narratives, procedures, emails and stories, recognising that linguistic choices depend on purpose, context and audience

[Key concepts: genre, language features; Key process: exploring]

(ACLVIU153)



- identifying and comparing the language features of different text types, such as descriptive language in narratives or persuasive language in advertisements, and making connections between these features and the purpose of the text, for example, the use of descriptive language to entertain, or emotive language to persuade
- identifying the context, purpose and audience of a range of imaginative, procedural, persuasive or informative texts, such as stories, recipes, advertisements and news reports
- identifying the context, audience, purpose and structural features of short familiar texts in Vietnamese, such as messages, notes, signs, instructions, personal emails/letters, diary entries/blog posts, advertisements, announcements, recipes, stories, songs and poems
- recognising structural features of familiar personal, informative and imaginative Vietnamese texts, for example, dates on diary entries and letters, greetings in emails or conversations, and titles of stories
- discussing ways in which different sets of vocabulary are seen in different contexts, for example, the use of imperatives in a set of instructions (*Đứng lên! Ngồi xuống! Mở tập ra! Nghe và lặp lại*), the frequent use of time and place markers (*ngày xưa ngày xưa, hôm qua, hôm nay, ngày mai, tuần tới*) in narratives, the types of adjectives (*đẹp, tốt, bền, tiện lợi*) seen in advertisements, and personal pronouns (*ông, bà, tôi, anh, chị, em*) in everyday conversations
- understanding how to create textual cohesion by using elements such as adverbs of sequence for example, *thứ nhất, thứ nhì, trước tiên, kế đến, rồi, sau cùng*, and conjunctions, for example, *và, với, hay, hoặc, vì, nhưng*, to sequence and link ideas

Language variation and change

Elaborations

Understand that language is used differently in different contexts and situations, for example, at home, at school, at the market or at the doctor's surgery

[Key concepts: variation, context; Key processes: analysing, explaining]

(ACLVIU154)



- discussing with peers how they vary language use when communicating with people in different contexts, such as talking to a teacher, chatting with friends or going shopping, for example, *Thưa cô, cho em nộp bài trễ một ngày được không ạ? Lan này, chừng nào có bài kiểm tra tiếng Việt? Chào cô, ở đây có bán từ điển tiếng Việt không?*
- identifying ways in which tone and body language vary in daily interactions depending on context, for example, the same sentence may be spoken in a different tone (friendly/unfriendly, respectful/impolite) and body language may change according to the setting (serious/interactive in the classroom, casual/friendly in the playground, relaxed at home/careful in the street)
- explaining variations in aspects of language use such as tone, gestures, word choice or sentence structure in various situations and contexts, for example, interactions between customer and salesperson, doctor and patient, tour guide and tourist
- identifying specialised language used in specific contexts, for example, at the market (*giá bao nhiêu, trả giá, mắc, rẻ, giảm giá, hàng tốt/xấu*) or at the doctor's surgery (*bị cảm, ho, nhức đầu, chóng mặt*)
- recognising differences in language use between class presentations and everyday conversations, such as *Xin chào cô và các bạn* versus *Lan nè/Ế Lan, khỏe không?*

Explore how the Vietnamese language has changed over time and how it has been influenced by dialects and accents across regions of Vietnam

[Key concepts: regional variance, language exchange; Key processes: exploring, connecting]

(ACLVIU155)



- recognising ways in which the Vietnamese language has changed over time, for example, the romanisation of the writing system, the declining use of Sino-Vietnamese words such as *quốc kỳ* and *sư phụ*, and the increasing use of English words such as 'OK', 'jeans', 'shopping' and 'hello'



- recognising and understanding new and borrowed words, phrases and concepts that have been created or incorporated as a result of contact with other cultures, for example, *kimono, koala, sushi, pizza, mì Ý* (pasta), *bánh mì kẹp thịt* (hamburger), *thức ăn nhanh* (fast food)
- understanding that Vietnamese has different dialects, such as Southern, Central and Northern Vietnamese, for example, *má/mẹ* (mother), *ba/bố* (father), *dứa/thơm, khóm* (pineapple)



- distinguishing between the three main dialects in Vietnamese, for example, noticing that the Southern and Central Vietnamese dialects have fewer tone markers in spoken language than the Northern Vietnamese dialect
- exploring the expansion of vocabulary in the Vietnamese language due to the influence of regional dialects, for example, Southerners have adopted some Northern words (*ba mẹ*) and vice versa (*cù lằn*)

Role of language and culture

Elaborations

Understand that language use is shaped by the values and beliefs of a community

[Key concepts: social norms, values, attitudes; Key processes: understanding, reflecting]

(ACLVIU156)



- discussing connections between the Vietnamese language and cultural beliefs, for example, *con số hên, số đẹp, ngày tốt/tốt ngày*
 - understanding that Vietnamese values and beliefs influence language choices, for example, the use of family terms such as *chú, bác, cô* or *dì* instead of first names reflects the importance of family in Vietnamese culture
 - discussing the meaning of 'culture', how it involves visible elements such as language, symbols, food, national costumes and dancing, and invisible elements such as values and beliefs, including respect for the environment; and comparing these visible and invisible elements of Vietnamese culture to other cultures of the Asia region
- AA ✨
- making connections between language and culture, such as vocabulary and expressions related to people, lifestyle and the environment, for example, *con rồng cháu tiên, khéo ăn thì no, khéo co thì ấm, trời nắng tốt dưa, trời mưa tốt lúa*

Years 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Vietnamese for classroom interactions and to share ideas and opinions and express feelings. They exchange information about aspects of their daily life, school, friends and leisure activities. They make shared decisions and arrangements, organise events and complete transactions. When participating in classroom and collaborative activities, they ask and respond to questions, and express opinions, for example, *Bạn thích ăn cơm hay phở? Tôi thích ăn phở vì nó thơm ngon và bổ*. Students use specific features of pronunciation and intonation, including tones, when interacting. They locate, classify and compare information from a range of familiar texts, and share information and ideas on topics of interest in paragraphs or short texts selected to suit different audiences. They respond to imaginative texts by describing key elements, and create short imaginative texts or alternative versions of texts they have heard, read or viewed. Students use everyday language and topic-specific vocabulary to express ideas and opinions and discuss events in time and place. They construct sentences using nouns, pronouns, adjectives, adverbs and familiar expressions and idioms (for example, *đen như mực, hiền như Bụt, có công mài sắt có ngày nên kim*), to suit the context and purpose of communication. Students use simple sentences and form compound sentences using conjunctions such as *và, hay/hoặc, vì, nhưng, nên*. When writing, they apply appropriate spelling and punctuation in a range of sentence types. Students translate simple texts from Vietnamese into English and vice versa, identifying words that are easy or difficult to translate, and create bilingual texts for their own language learning and for the school community. Students identify ways in which their family origins, traditions and beliefs impact on their identity and influence how they communicate in Vietnamese and English.

Students form new words by adding or changing tone markers, initial consonants and vowels (for example, *buổi, cuối, đuổi, tuổi, chuổi*), and identify how changes to pitch affect the meaning of words, for example, *thương, thường, thưởng, thượng*. They compare the structure and language features of familiar texts and identify ways in which audience, context and purpose influence language choices. They identify ways in which language use varies according to context and situation, for example, *Chào các bạn. Kính thưa thầy/cô*. Students provide examples of how the Vietnamese language has changed over time and identify ways in which regional dialects and accents have influenced the language, for example, dialectal variations such as *bố/ba, mẹ/má, cái thìa/cái muỗng, Em tên gì?/Em tên chi? Đi đâu?/Đi mô?* They identify language choices that reflect the influence of Vietnamese values and beliefs, and apply culturally appropriate behaviours and language when communicating in a range of familiar situations.

Years 7 and 8

The nature of the learners

These years represent a transition to secondary school. Students in this sequence are continuing to study Vietnamese, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate about their immediate world and that of Vietnam and other Vietnamese-speaking communities.

Vietnamese language learning and use

The focus of learning shifts from the world of learners' own experience and imagination to the wider world. Learners make cross-curricular connections and explore intercultural perspectives and experiences relating to teenage life and interests. They increasingly access information from local sources and the internet to explore topical themes and issues such as friends and family, home and school, discipline and freedom, study and relaxation, appearance and personality, food and health, and the natural and built environments. They read a range of Vietnamese texts, such as diary entries, emails, letters, travel brochures, print or online reports and articles, to collate and use information about aspects of culture, both in Vietnam and in Vietnamese-speaking communities in the Australian context.

Vietnamese folk tales, common idioms, proverbs and folk songs (*ca dao*), such as *Tắm Cám, Sơn Tinh Thủy Tinh; mò kim đáy bể; Ăn trái nhớ kẻ trồng cây; Cá không ăn muối cá ươn, Con cưỡng/cãi cha mẹ trăm đường con hư*, are also introduced at this level to familiarise students with Vietnamese folk literature. Students learn to evaluate information and explore the representation of places, people, experiences and cultures in diverse sources. They use different processing strategies and their knowledge of language, increasingly drawing on understanding of text types, for example, when writing a recount or report. They produce descriptive, imaginative, informative and persuasive texts to present information and opinions on topics and concepts studied. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify meaning.

Contexts of interaction

Learners work both collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use Vietnamese to interact with teachers, peers and local Vietnamese speakers, participating in authentic situations at home and school and within the local community. The context of interactions extends beyond the classroom and involves participating actively in planning individual events or celebrations, for example, *Tuần tới chúng mình tổ chức sinh nhật cho Nam ở trường nhé. Cuối năm nay nhà mình đi chơi ở đâu? Con sẽ giúp ba mẹ quét dọn nhà cửa để ăn Tết*. Learners participate in discussions and presentations on topics of interest and on life experiences in different contexts and cultures. They listen to and view advertisements, announcements, conversations, television programs, documentaries, music performances and films to further explore Vietnamese language and culture. Additional opportunities for interaction are provided by purposeful and integrated use of information and communication technologies (ICT), for example, videoconferencing and e-learning.

Texts and resources

Learners read, view and interact with a broad range of texts and resources specifically designed for learning Vietnamese in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Vietnamese-speaking communities, such as films, literature, websites and magazines. They use a range of dictionaries and translation methods to support comprehension.

Features of Vietnamese language use

Learners use appropriate pronunciation, accent and intonation patterns and spelling in a range of sentences, such as statements, questions and exclamations. By building their language knowledge, learners are able to develop and express more complex concepts in Vietnamese. They use a range of grammatical forms and structures to convey relationships between people, places, events and ideas. They employ a variety of sentence structures and grammatical features, including direct and indirect speech (*Ba mẹ nói với tôi: ‘Con nên chăm học’. Ba mẹ bảo tôi nên chăm học*) to elaborate on ideas and opinions. Learners explore Vietnamese use of alliteration (*vui vẻ, mát mẻ, hớn hờ*) and common onomatopoeic forms (*ào ào, rì rào, đi ùng*), as well as common expressions, idioms and proverbs, such as *tiền rừng bạc biển, có chí thì nên, uống nước nhớ nguồn*, to enrich their understanding and use of language. They learn to distinguish between the meanings of Vietnamese homonyms such as *ăn* (‘eat’ or ‘win’) and *hay* (‘interesting’, ‘usually’ or ‘or’), depending on the context of use. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language, for example, *chữ hiếu, ơn nghĩa sinh thành, tình nghĩa thầy trò, ở hiền gặp lành*, and how language choices determine how people, issues and circumstances are represented, for example, *con cưng/con yêu quý, lợi ích to lớn/thiệt hại đáng kể, hoàn cảnh khó khăn*.

Level of support

The class will likely comprise background learners with a range of prior experience in studying Vietnamese. Learners are supported through multilevel and differentiated tasks. Consolidation of prior learning is balanced with the provision of new, engaging and challenging experiences. As they develop increasing autonomy as language learners and users, learners are supported to self-monitor and reflect on language use in response to their experiences in diverse contexts.

The role of English

The classroom is increasingly characterised by bilinguality, with Vietnamese being the principal language of communication. English may be used separately or in conjunction with Vietnamese to compare and evaluate translations, or to express ideas, personal views and experiences. Learners continue to develop a metalanguage for thinking and communicating about language and culture from a bilingual perspective, and discussing connections within and across languages and cultures. They recognise significant Vietnamese practices (*mừng tuổi, xông đất, lì xì, thờ cúng ông bà*), values (*lòng hiếu thảo, coi trọng giáo dục*) and beliefs (*đạo Phật, Nho giáo*), and explore the impact of culture on language use, for example, honorific words (*dạ/dạ thưa/thưa/kính thưa*) and expressions such as *kính lão đắc thọ, kính trên nhường dưới*. They examine their personal and cultural identity and reflect on the nature of intercultural exchanges in which they are involved, comparing themselves with other people and generations, questioning their own assumptions and others’ interpretation of their linguistic, social and cultural practices.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate and sustain interactions with peers and known adults on topics and issues related to social activities and personal interests

[Key concepts: discussion, exchange, interaction; Key processes: expressing, sharing]

(ACLVIC157)



- initiating conversations, including face-to-face and online conversations, by asking peers about personal interests, for example, *Lúc rảnh rỗi bạn thích làm gì? Bạn thích ăn mặc thế nào khi đi chơi?*
- sustaining conversations by further exploring peers' perspectives on topics of discussion, for example, *Ngoài âm nhạc ra bạn còn sở thích gì khác? Tại sao vậy? Tôi nghĩ đọc sách rất có ích. Bạn có đồng ý với tôi không?*
- exchanging opinions about a range of topics such as friends, family, lifestyles, celebrations, food and health, for example, *Mình nên cẩn thận khi quen bạn ở trên mạng. Chúng ta nên ăn uống lành mạnh để có sức khỏe tốt*
- summarising different opinions in interactions, for example, *Có bạn thì thích phim hành động, có bạn thì thích phim tình cảm*
- interacting with family and friends at school and home events, for example, *Hôm nay đội bóng đá trường mình chơi hay lắm! Năm nay ngày hội đa văn hóa trường mình tổ chức vào ngày nào? Ba mẹ ơi, năm nay nhà mình đi chơi ở đâu/ăn Tết thế nào? Tết này cô chú và các em về Việt Nam ăn Tết à? Cho con gọi lời thăm ông bà và các cô chú ở Việt Nam*

Engage in collaborative tasks and transactions in real or simulated contexts that involve solving problems and making decisions

[Key concepts: collaboration, transaction; Key processes: collaborating, planning, negotiating]

(ACLVIC158)



- responding to invitations by accepting, declining or apologising, for example, *Cám ơn bạn. Được, tôi sẽ đến dự sinh nhật của bạn. Xin lỗi, tôi không đến được vì bạn đã đám cưới với gia đình*
- collaborating with peers to plan individual, family, class or school events such as a birthday party, housewarming, class excursion or school performance, taking the initiative, discussing alternatives and making decisions, for example, *Tuần tới chúng mình sẽ tổ chức sinh nhật cho Minh ở trường nhưng Trang bạn quá. Vậy Hùng email mời các bạn giúp, còn Lan và Hương sẽ mua bánh và quà cho Minh*
- commenting on the organisation of local community events and making suggestions for improvements, for example, *Tết Trung Thu năm nay vui quá. Các cửa tiệm nên bán thêm nhiều lồng đèn hơn*
- participating in transactions in authentic, simulated or online situations, such as purchasing goods or services, for example, *Cái áo này bao nhiêu tiền? Vé xe lửa/ xe buýt khứ hồi đi đến trung tâm thành phố bao nhiêu tiền? Có sổ nhỏ/lớn hơn cho cái quần này không?*

Interact in classroom activities and discussions through asking and responding to open-ended questions, and offering and justifying opinions

[Key concepts: friendship, contribution; Key processes: responding, expressing, justifying, sharing]

(ACLVIC159)



- requesting repetition or asking for and providing clarification, for example, *Bạn vui lòng lặp lại/nói rõ hơn về ... , Bạn nghĩ sao về việc ... ? Thưa cô, chữ ‘vẻ mặt’ là dấu hỏi hay dấu ngã? Làm sao biết khi nào dùng dấu hỏi hay dấu ngã?*
- asking and responding to open-ended questions about learning activities or strategies, for example, *Hôm qua có bài làm về nhà gì cho môn tiếng Việt? Cô giáo dặn mình phải đọc và trả lời câu hỏi cho bài Tết Trung Thu. Mình phải làm sao để phân biệt được các dấu trong tiếng Việt? Thì bạn phải ráng tập nghe, tập đọc và tập viết cho nhiều, chú ý cách phát âm các dấu khác nhau thế nào*
- using descriptive or expressive language when discussing contrasting aspects of personal world such as home and school, discipline and freedom, study and entertainment, appearance and personality, and when offering and justifying opinions, for example, *Chúng ta nói tiếng Anh với thầy cô và bạn bè ở trường nhưng nên nói tiếng Việt với gia đình ở nhà. Chúng ta nên biết cân bằng giữa học hành và giải trí. Gia đình tôi sống rất hòa thuận và vui vẻ. Cuối tuần tôi thường đi bơi hay đi coi phim với bạn bè*
- participating in authentic cultural experiences in the community, such as an excursion to a Vietnamese restaurant or festival, and rehearsing studied vocabulary, structures and manners, for example, *Mình nên dùng món khai vị gì? Còn món ăn chính thì sao? Chúng ta nên ăn tráng miệng bằng trái cây thay cho bánh ngọt. Các bạn nhớ đừng nói chuyện ồn ào khi ăn uống*

Informing

Elaborations

Locate, analyse and compare information relating to topics of shared interest or other learning areas from a range of print, visual, digital and online sources

[Key concepts: representation, media, leisure; Key processes: analysing, comparing, connecting]

(ACLVIC160)



- accessing diverse sources in a range of media, such as books, web pages, television programs, radio news items, interviews, reports, video clips or documentaries, to collate information about aspects of Vietnamese and Australian lifestyles, for example, schooling, leisure activities or preservation of natural environments



- researching young people's lifestyles across Vietnamese-speaking communities, comparing information from different cultural contexts to identify the impact of such factors as climate, customs, transport, economy or globalisation, for example, the influence of Korean pop culture on Vietnamese teenagers' fashion and hairstyles, and their tastes in food, music and movies



- using reading strategies to enhance understanding of texts, such as identifying and clarifying the meaning of key words or concepts, or distinguishing main points from supporting details
 - summarising, analysing and comparing information obtained from a range of sources, for example, information about Vietnam from a cookbook, a tourism website and a documentary such as *Luke Nguyen in Vietnam* or *Hành Trình Xuyên Việt*, selecting appropriate resources for research projects, and discussing and explaining the reasons for similarities and differences in the information obtained
 - comparing key points and supporting details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations
 - using concept maps, charts and tables to organise and analyse information
 - contributing to a shared class database or online library information that has been drawn from various sources, and classifying selected information according to topic, genre or level
-

Convey information and ideas on different topics or events, describing and comparing views, experiences and aspects of culture, using different modes of presentation for particular audiences and contexts

[Key concepts: representation, experience, audience, context; Key processes: conveying, describing, representing, comparing]

(ACLVIC161)



- creating texts for a Vietnamese-speaking audience, using different forms and modes of presentation to enhance effect, for example, creating a digital presentation with visual and audio effects to introduce a famous tourist attraction or preparing a video clip of a cooking demonstration
- investigating a social, environmental or cultural issue such as cyber bullying or cultural maintenance and presenting the findings summarising opinions, attitudes and comments collected from surveys, interviews or media sources
- creating a range of texts to inform others of features of Vietnamese and Australian lifestyles, family life, schooling, and social and cultural norms, for example, an email in response to a Vietnamese friend's enquiry about Australian schooling or leisure activities, a review to promote a Vietnamese restaurant, an advertisement to promote a new product, or a blog entry reflecting on the differences between Australian and Vietnamese foods or eating etiquette
- delivering speeches or writing emails or letters to friends or relatives describing and analysing differences and similarities between the lives of Vietnamese and Australian teenagers, providing a balanced view of the lives and interests of teenagers in each country, referring to different perspectives from a range of resources and making connections with own or peers' experiences
- reporting in the form of a personal recount or diary entry a personal experience such as a school excursion, a holiday trip or a local cultural event, for example, a Moon festival



Creating

Elaborations

Respond to different types of imaginative texts by explaining themes, messages and plot, and commenting on characters and events

[Key concepts: moral, representation, character, experience;
Key processes: connecting, expressing, explaining, describing]

(ACLVIC162)



- listening to, viewing and reading a range of narratives, including multimodal and digital narratives, such as cartoons, films, comics, stories, poems and songs, and identifying and analysing themes, messages and plot
- comparing different expressive forms of the same story, event, character or place, to consider how form affects meaning and creates effects, for example, comparing the way the same story is expressed in the film *Ăn Khế Trả Vàng* and in the folk tale *Ăn Khế Trả Vàng*
- reflecting on the ways in which people, places and experiences are described in Vietnamese imaginative texts, and comparing representations with those expressed across cultures, for example, comparing Vietnamese and Australian folk songs (*hò leo núi/kéo gổ/cây lúa* and 'Waltzing Matilda') or Vietnamese and Western folk tales (*Tấm Cám* and *Cinderella*), and discussing the reasons for similar or different values, practices and beliefs
- comparing key messages and beliefs from Vietnamese stories (*Sự Tích Trái Dưa Hấu*, *Sơn Tinh Thủy Tinh*) and imaginative texts in the Australian context, including Aboriginal and Torres Strait Islander texts such as 'The Rainbow Serpent'



- responding to different expressions of humour in Vietnamese comedies and comparing them with Australian/Western expressions of humour, for example, comparing comedies by *Thúy Nga*, *Asia* with *Anh Do*/Mr Bean



- commenting on and stating personal preferences relating to characters, actions and events in texts, using descriptive and evaluative language, including antonyms such as *hiền lành/hung dữ*, *thành thật/gian xảo*, *rộng rãi/keo kiệt*, *thiện/ác*, and relevant idioms or proverbs such as *ở hiền gặp lành*, *gieo gió gặt bão*, *có chí thì nên*, *ăn quả nhớ kẻ trồng cây*
- comparing contemporary music popular among Vietnamese and Australian teenagers by listening to radio music stations and albums and viewing video clips, identifying similarities and differences in themes, messages, expression, styles of performance and singers' fashion



Create and present a range of texts, including multimodal and digital texts, involving imagined places, events, people and experiences, to entertain others

[Key concepts: imagination, experience; Key processes: entertaining, creating]

(ACLVIC163)



- creating texts such as a diary entry to reflect on an event in a story or film, or an interview with an imaginary character in a story or film
- performing scenes that illustrate aspects of the personality and attitudes of characters from a variety of written and visual imaginative texts
- creating the next scene, a new character or an alternative ending for Vietnamese imaginative texts such as a folk tale, short story, drama or film
- performing a dramatisation of a creative text, for example, imagining themselves as characters in a poem, song or painting and creating a scenario and dialogue
- adapting stories or films to new settings and contexts, imagining how characters might behave and react differently in different contexts and times
- creating performances that reflect on significant Vietnamese or Australian events or histories, for example, *Thánh Gióng*, *Hung Đạo Vương*, *Bánh Dày Bánh Chung*, *tết Nguyên đán*, *tết Trung thu*, Australia Day, Anzac Day, Harmony Day
- creating and performing simple raps, songs, skits or poems, using own imagination or relating own and others' experiences

Translating

Elaborations

Translate and interpret texts, compare own translation of a range of texts with others', and explore differences and strategies to overcome challenges in translation

[Key concepts: meaning, difference; Key processes: interpreting, explaining, considering the validity of different meanings]

(ACLVIC164)



- interpreting and translating a range of texts from English to Vietnamese and vice versa, using and evaluating translation resources such as web-based translation tools and print and digital dictionaries
 - comparing and discussing various translations (including print and electronic translations, own and peers' translation work) of common words, phrases, expressions and texts, explaining the possible reasons for differences and similarities, selecting the most appropriate translation and negotiating adjustment if necessary
 - discussing and amending inaccurate translations of public signs or notices in Vietnam and in Australia
 - identifying and discussing strategies for translating difficult words and concepts or instances of non-equivalence, such as expanding descriptions or explanations, providing examples to assist meaning, or connecting to context to identify the meaning of a word, for example, 'a strong person' (*một người mạnh khỏe*) versus 'strong tea' (*trà đậm*); 'hot weather' (*thời tiết nóng nực*) versus 'a hot issue' (*vấn đề gây tranh cãi*) or 'a hot zone' (*khu vực nguy hiểm*)
 - recognising changes required to sentence structure or word use in English–Vietnamese translation, for example, 'This lesson is too hard to understand' = *Bài học này khó quá, tôi không hiểu được*; 'I can't help laughing' = *Tôi không thể nhịn cười được*
 - observing peers working as interpreters in the classroom in different contexts, identifying challenges in language mediation and exploring strategies to overcome these challenges
-

Produce bilingual texts in multimodal and digital forms for the school and wider community, and provide subtitles, commentaries or glossaries of cultural terms in either language to assist meaning

[Key concepts: language, culture, meaning; Key processes: selecting, connecting interculturally]

(ACLVIC165)



- creating Vietnamese glossaries to accompany English texts such as *dự báo thời tiết* (weather forecasts), *phim tài liệu về thiên nhiên* (nature documentary), *phim hoạt họa* (cartoons) or *truyện cổ tích* (folk tales)
- participating in projects to facilitate the learning of Vietnamese, for example, creating crosswords, picture dictionaries or glossaries to assist with vocabulary acquisition or revision, and simple short texts with various questions and activities to assist reading comprehension and writing development
- composing bilingual texts for non-Vietnamese and non-English speakers, for example, subtitled animation of home energy saving suggestions, menus for Vietnamese restaurants with footnotes in English, and public signs and notices for Australian and Vietnamese contexts, paying attention to aspects of culture
- creating captions and commentaries for short video clips or slideshow presentations of intercultural experiences such as going on a holiday, attending a wedding ceremony, giving or accepting a gift, or informing Vietnamese peers and community of school or cultural events
- creating tourist brochures or itineraries for young Australian travellers to Vietnam, supplying key words, phrases, and information about cultural behaviours, for example, *Bao nhiêu tiền? Phòng vệ sinh ở đâu? Làm ơn chở tôi đến nhà hàng/khách sạn/phi trường, xin lỗi, cảm ơn*



Reflecting

Elaborations

Reflect on cultural differences between Vietnamese and English communicative styles, discussing how and why they modify language for different cultural perspectives

[Key concepts: communication, cultural perspectives; Key processes: reflecting, discussing, connecting]

(ACLVIC166)



- discussing cultural cues in communication that suggest differences in traditions, ideas or values, for example, the importance of seeking agreement and compromise as reflected in the way Vietnamese people express disagreement (*Tôi e rằng... Bạn nói cũng có lý nhưng mà ...*), or the importance of respect as seen in the way Vietnamese people greet each other or address the elderly (*dạ/thưa/kính thưa*)
- reflecting on the influence of Vietnamese culture on own communication style, for example, using gestures, words or expressions with particular cultural significance in Vietnamese, and discussing whether they modify their communication style when interacting in English-speaking contexts
- reflecting on and explaining which words, expressions or gestures should or should not be incorporated when interacting with Vietnamese speakers or speakers of other languages, for example, using expressions of praise or admiration, beckoning downwards or upwards, hugging someone in greeting, making eye contact during conversation
- comparing choices of language and behaviours when communicating in Vietnamese and English, explaining the modifications they make and why, for example, being indirect when making refusals in Vietnamese-speaking contexts (*Dạ con không dám hứa chắc. Để con xem hôm đó có bận gì không. Con cũng thích món quà này nhưng mà ...*) or using both hands when giving something to elderly people

Reflect on how and why being a speaker of Vietnamese contributes to their sense of identity and is important to their Vietnamese cultural heritage

[Key concepts: cultural heritage, identity; Key processes: reflecting, explaining]

(ACLVIC167)



- discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as being 'Vietnamese', and recognising that identity includes culture as well as language
- reflecting on the role of language in expressing identity, considering when, with whom and why different languages are used and reflecting on whether their own identity changes when they use different languages
- explaining to others how the Vietnamese language is part of their identity, and reflecting on when, how and why they use Vietnamese
- sharing views of what their understanding of Vietnamese culture 'is', and how it relates to language, identity and experience, using statements such as 'My culture is ...', 'Culture can ...'

Understanding

Systems of language

Elaborations

Apply Vietnamese pronunciation, spelling and intonation patterns in a range of sentences such as statements, questions and exclamations

[Key concepts: sound systems, writing systems; Key process: applying]

(ACLVIU168)



- distinguishing and making nuances in pronunciation and spelling between some similar diphthongs and triphthongs, for example, *chiều cao* and *cây cau*, *lỗ mũi* and *con muỗi*, *chúi nhủi* and *trái chuối*
 - applying Vietnamese pronunciation and spelling rules to own speech and writing to pronounce and spell new words encountered in interactions and texts, for example, if the spelling of the word *mười* is known, then the spelling of the word *người* can be determined without knowing its meaning
 - experimenting with intonation patterns to distinguish different types of sentences, for example, a statement (*Con không đi chơi đâu.*), a question (*Con không đi chơi đâu?*) and an exclamation (*Con không đi chơi đâu!*)
 - comparing own Vietnamese speech patterns with standard Vietnamese pronunciation, and making adjustments to their pronunciation of certain sounds or tone markers as necessary, for example, *g* and *r*, *s* and *x*, *ch* and *tr*, or *d* and *gi* and *v*
 - developing strategies to understand meaning when listening to diverse regional Vietnamese accents, for example, inferring meaning from the context of communication
-

Understand and use elements of Vietnamese grammar to organise and elaborate on ideas and opinions, such as direct/indirect speech and verbs to express modality

[Key concepts: grammatical knowledge, elaboration; Key processes: understanding, applying]

(ACLVIU169)



- differentiating interrogative forms with tag questions and using them according to context, for example, *Em thích ăn cơm chiên không?* (a yes/no question to discover whether the other person likes fried rice) and *Em thích ăn cơm chiên phải không?* (a tag question to confirm that the other person likes fried rice)
- recognising differences in Vietnamese and English responses to negative tag questions to avoid misinterpretation, for example, in Vietnamese the response to the question *Em chưa làm bài tập về nhà phải không?* ('You haven't done your homework, have you?') would be *Dạ phải. Em chưa làm* ('YES, I haven't'), while in English it would be 'NO, I haven't'
- recognising the purpose and effect of exclamatory sentences as opposed to statements, for example, the statement *Hôm nay Lan đi học sớm* simply states that Lan came to school early today, while the exclamatory sentence *Hôm nay Lan đi học sớm thế/vậy!* may suggest surprise or irony
- constructing a range of sentences in affirmative, negative, interrogative and imperative forms for different purposes
- understanding the use of *được* and *bị* for positive and negative meaning, for example, *Em được điểm tốt. Em được thầy cô khen. Em bị bệnh. Em bị ba mẹ la*
- understanding and using verbs to express modality such as *nên* ('should'), *cần* ('need to') and *phải* ('must'), for example, *Các em nên chăm học. Chúng ta cần không khí để thở, thức ăn để ăn và nhà để ở. Học sinh phải mặc đồng phục khi đi học*
- using direct speech, for example, *Ba mẹ nói với tôi: 'Con nên chăm học'*, and indirect speech, for example, *Ba mẹ bảo tôi nên chăm học*, to relate ideas, opinions, actions and events
- using a range of expressions for indefinite quantities, for example, *hàng ngàn, triệu triệu, vô số, hàng hà sa số, biết bao nhiêu là ...*
- exploring homonyms encountered in texts, for example, *bò* ('cow' or 'to crawl'), *ăn* ('eat' or 'win'), *đỗ/đậu* ('pass the exam' or 'bean'), *bàn* ('table' or 'discuss'), *lợi* ('benefit' or 'gum'), *đen* ('black' or 'unlucky')
- recognising the features of alliteration in Vietnamese, for example, *vui vẻ, mát mẻ, lạnh lợi*, and using them in own spoken and written texts
- explaining to peers the meaning of common idioms and proverbs, for example, *tiền rừng bạc biển, mò kim đáy biển<;>; đói cho sạch, rách cho thơm*

Expand understanding of how different types of texts are structured and employ particular language features to suit different audiences, contexts and purposes

[Key concepts: text structure, language features; Key process: applying]

(ACLVIU170)



- analysing different types of texts, such as recipes, profiles, songs, poems, stories, recounts, reports, advertisements or conversations, to identify audience, purpose, structure and language techniques
- examining structural features of informal text types, for example, dates on letters, postcards and diary entries
- exploring the way content is developed in different types of texts, and how ideas and information are structured, for example, headings, paragraphs, topic sentences, elaborations, topic/idea shifts
- identifying and comparing language features of different types of texts, for example, use of first person point of view and descriptive and emotive language in personal recounts and diary entries
- recognising linguistic choices made to vary texts according to their intended audience and degree of formality, for example, changing personal pronouns or tone to indicate changes in relationship between participants or degree of (in)formality

Language variation and change

Understand how language use differs between spoken and written texts, and depends on participants, relationships and the purpose and mode of delivery

[Key concepts: language use, context; Key processes: understanding, explaining]

(ACLVIU171)



Elaborations

- comparing spoken and written texts, for example, a spoken advertisement and a print advertisement, or an oral conversation and an email, and explaining how mode relates to linguistic structures and features and how this affects meaning
- reflecting on ways in which tone varies according to setting and context, for example, the same sentence may be spoken in different tones (friendly/unfriendly, respectful/ironical)
- recognising and analysing differences between language use in formal interviews and speeches and that in everyday conversations, such as *Bạn có thể vui lòng cho biết ý kiến của bạn về vấn đề này?* versus *Bạn nghĩ sao về chuyện này?* or *Xin chào cô và các bạn* versus *Lan nè/Ê Lan, khỏe không?*, and comparing informal classroom interactions on a current event or issue with discussions on the same topic on news and current-affairs programs
- understanding how to convert informal spoken language (*ai cũng biết hết*) into formal register to suit particular purposes and audiences, and experimenting with formal expressions such as *mọi người đều biết, như các bạn đã biết*
- recognising how language use, such as the level of politeness, reflects the relationship of the participants and the purpose of the speaker or writer, for example, close friends tend to use informal language (*tao, mày*), while new acquaintances interact more formally (*tôi, bạn*)

Explore the impact on language of social, cultural and intercultural influences such as globalisation and new technologies

[Key concepts: globalisation, technology; Key processes: exploring, researching, explaining]

(ACLVIU172)



- recognising Vietnamese words, phrases and concepts that have emerged as a result of technological advances, for example, *máy vi tính xách tay, nháp chuột, điện thoại thông minh, thư điện tử, nhật ký điện tử, mạng lưới toàn cầu, trò chơi trực tuyến, tivi màn hình cong, phim ba chiều*
- reflecting on changes in own language use and identifying new terms and communicative modes that have been adopted as a result of the development of technology, for example, using abbreviations such as 'u', 'LOL', 'YOLO', '2u' or '4u' or emoticons instead of whole words or phrases
- recognising and understanding new words (including Vietnamese and non-Vietnamese), phrases and concepts that have been developed as a result of globalisation and changing lifestyles, for example, *toàn cầu hóa, kimono, koala, sushi, pizza, mì Ý (pasta), bánh mì kẹp thịt (hamburger), thức ăn nhanh (fast food)*

Role of language and culture

Analyse the ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures

[Key concepts: perspectives, beliefs; Key processes: exploring, describing, comparing]

(ACLVIU173)



Elaborations

- comparing cultural elements reflected in language use and social norms such as body language, volume of voice, or the use of personal space and silence in different cultural contexts and exchanges
- recognising that some Vietnamese social behaviours, for example, not saying 'thanks' or 'sorry', and not opening gifts straight away in front of guests, may be misinterpreted by Australians as a lack of courtesy
- identifying Vietnamese and Australian cultural practices, concepts, values and beliefs presented in diverse situations and contexts, for example, everyday conversations, television programs, films, documentaries, musical performances, folk tales and short stories
- comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations
- explaining cultural references in Vietnamese folk and contemporary literature, for example, *mừng tuổi, xông đất, trầu cau*
- exploring the various ways Vietnamese and Australian cultures are represented such as in depictions of scenery or icons, costumes, foods, social behaviours, gestures and language, for example, *tô phở/chai nước mắm, nón lá/áo dài*, folding hands/bowing head and use of *dạ/thưa* may represent Vietnam while the Sydney Opera House, a boomerang, shaking hands, and terms like 'fair dinkum' may be used to represent Australia



Years 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Vietnamese to initiate and sustain interactions with peers, teachers, family members and other known adults, and to engage in transactions and exchange ideas and experiences. They ask and respond to open-ended questions such as *Bạn nghĩ sao về vấn đề này? Tại sao bạn nghĩ như vậy?*, and offer and justify their own opinions. They make enquiries (for example, *Mẹ định tổ chức sinh nhật con như thế nào?*) and suggestions (for example, *Chúng mình tham gia biểu diễn văn nghệ trong trường đi!*), to solve problems, make decisions and organise events and services. They use verbs such as *nên*, *cần* and *phải* to give advice or express their attitudes on topics of discussion. They make comparisons and state preferences using *bằng*, *hơn* and *nhất*. They rephrase statements or provide examples to clarify meaning, and elaborate on or justify ideas. When interacting, they use appropriate Vietnamese pronunciation and intonation patterns in a range of sentence structures. Students locate, analyse and compare information on topics of shared interest from a variety of texts, and convey information and ideas using modes of presentation selected to suit their audience and purpose. They share their responses to different imaginative texts by expressing opinions about the ways characters and events are represented and by explaining themes, messages and the storyline. They create texts with imaginary places, events, people and experiences in a range of forms, using direct speech (for example, *Ba mẹ nói với tôi: 'Con nên chăm học'*), and indirect speech (for example, *Ba mẹ bảo tôi nên chăm học*). They manipulate a range of structures to express their own perspectives on experiences, events and issues. They use a variety of sentence types (affirmative, negative, interrogative, imperative and exclamatory) to express attitudes, opinions or emotions. They translate texts from Vietnamese into English and vice versa, using simple strategies to overcome challenges, and compare their versions with others'. They produce multimodal bilingual resources for the school and the wider community, providing annotations and commentaries to assist meaning. They reflect on the importance of language and behaviour in intercultural communication and how being a speaker of Vietnamese contributes to their own sense of identity.

Students analyse the use of punctuation and tone markers in different sentence types, including affirmative (for example, *Em ăn cơm*), negative (for example, *Em không ăn cơm*), interrogative (for example, *Em ăn cơm không?*), imperative (for example, *Ăn cơm đi!*) and exclamatory, for example, *Em ăn nhiều cơm quá!* They identify the meaning of Vietnamese homonyms (for example, *hay* may mean 'usually' or 'interesting') depending on the context. They analyse the structure and linguistic features of different types of texts and explain how these features are influenced by each text's context, audience and purpose. They identify variations in language use between written and spoken texts and explain how language choices depend on the participants, relationships and purpose of the exchange. They identify the impact of social, cultural and intercultural influences on language, and use and explain Vietnamese words that have emerged through contact with other languages (for example, *cà rốt*, *cà phê*, *căn-tin*), and from globalisation and technological advances, such as *toàn cầu hóa*, *công nghệ thông tin*, *nhật ký điện tử*, *nói chuyện qua mạng*. They explain how cultural ideas and perspectives are embedded in language use and communication styles, for example, the importance of politeness and respect in Vietnamese language and culture.

Years 9 and 10

The nature of the learners

At this level, students bring to their learning existing knowledge of Vietnamese language and culture and a range of strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Vietnamese in these.

Vietnamese language learning and use

Learners are immersed in the Vietnamese language, initiating and engaging in discussions and debates on topics of interest, and responding to enquiries. They reflect on the cultural and linguistic appropriateness of their language use in interactions and make necessary adjustments. They learn to interpret information and evaluate values and practices from diverse perspectives and sources. They make connections with their own experiences to elaborate on and justify their point of view on topical issues or to explain how values and attitudes have remained the same or changed over time. Learners produce a range of texts, such as informative, narrative, descriptive, procedural or persuasive texts, for a variety of contexts, audiences and purposes. Through their engagement with diverse texts and resources, students explore how cultural practices, concepts, values and beliefs are embedded in texts and how language choices shape perspectives and meaning. They develop techniques and intercultural awareness in order to translate and mediate between languages and cultures.

Contexts of interaction

Learners interact with peers, the teacher and other Vietnamese speakers both locally and globally through a variety of modes of communication, including digital, online, collaborative performances and group discussions. The context of interaction extends beyond the classroom and involves investigating and reporting on issues in the local community and transacting with local Vietnamese speakers to negotiate services. These experiences provide learners with a sense of connectedness and purpose as Vietnamese and English speakers.

Texts and resources

Learners use diverse resources, such as Vietnamese newspapers, magazines, documentaries, films, stories, songs, television programs, entertainment performances, artworks and web pages, as references to assist them in discussing and researching Vietnamese language and culture. They explore a variety of text types, such as poems, articles, formal letters, interviews and speeches, and engage with a range of informative, historical or literary perspectives, views and debates.

Extracts from contemporary Vietnamese poems as well as short stories and diverse forms of Vietnamese artistic expression such as *tranh dân gian Đông Hồ*, *tranh sơn dầu*; *dân ca*, *nhạc trẻ*; *cải lương*, *kịch*, *phim*, are introduced to give learners an insight into Vietnamese folk, traditional and contemporary literature, arts and entertainment. Learners use a range of dictionaries and translation methods to support comprehension, build vocabulary and elaborate on ideas.

Features of Vietnamese language use

Learners explore Sino-Vietnamese words (*phụ huynh, phi trường, hàng hải, giang sơn*) and stylistic devices, such as repetition (*đi nhanh, nói nhanh, ăn nhanh*), similes (*hiền như Bụt*), personification (*mưa nhớ thương ai*) and rhetorical questions (*Ba đồng một mớ trâu cày, Sao anh chẳng hỏi những ngày còn không?*), to identify and convey enhanced meaning in communication. They use compound sentence structures, for example, *Nếu trời mưa (thì) chúng tôi sẽ không đi chơi. Trời mưa khi chúng tôi đang đi chơi* and conjunctions (*càng ... càng, vừa ... vừa, chẳng những ... mà còn*), for a variety of communicative purposes in spoken and written texts. They examine the impact of generation, gender, media, technology and globalisation on Vietnamese language and culture to develop their awareness of language variation and evolution. They analyse and explain how and why language use varies according to cultural contexts, relationships and purposes, and develop the language of reflection in Vietnamese.

Level of support

Support at this level of learning includes rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system, with opportunities for learners to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes, for example, through portfolios, peer review and e-journaling.

The role of English

Vietnamese is predominantly used as the main medium for classroom interaction and content delivery. English is used only when necessary to allow for further explanation and discussion of more demanding concepts, particularly when making connections with other languages and cultures. Learners explore cultural diversity and gain a greater appreciation of their Vietnamese cultural heritage. They view their bilingualism and biculturalism as an asset for themselves and for Australia.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate, sustain and extend interactions with peers and adults, exploring own and peers' perspectives on youth culture, future aspirations and social experiences

[Key concepts: perspective, youth culture, issues; Key processes: discussing, justifying, commenting]

(ACLVIC174)



- sharing and discussing future plans, such as further study, career and travelling, in class and via online forums, for example, *Bạn định chọn các môn học gì cho lớp 11-12? Mình định tiếp tục theo học tiếng Việt ở lớp 11-12. Còn bạn thế nào? Bạn thích làm nghề gì trong tương lai? Ba mẹ bạn có góp ý vào việc chọn nghề của bạn không?*
 - sustaining interactions by extending the topic of discussion or elaborating on ideas for clarification or justification, for example, *Bạn nói vậy có nghĩa là sao? Một nhà thiết kế thời trang giỏi thì cần phải có những yếu tố gì? Bạn nghĩ sao về ảnh hưởng của trò chơi điện tử đối với trẻ em? Muốn là bạn tốt thì nên thành thật với nhau vì có thành thật mới chơi với nhau lâu bền được*
 - engaging participants through communication strategies such as showing empathy, for example, *Mình hiểu/biết/rất thông cảm với bạn*, or indicating agreement, for example, *Bạn nói đúng lắm. Tôi cũng nghĩ vậy ...*
 - interacting with peers and adults at social events, for example, *Tuần tới có chương trình ca nhạc Việt Nam hay lắm, bạn có muốn cùng đi xem với nhóm mình không? Cô chú thấy việc tổ chức đám cưới ở Úc khác với ở Việt Nam như thế nào?*, and expressing opinions on social experiences, for example, *Mình cũng như đa số các bạn trẻ ngày nay đều nghĩ rằng ... Từ kinh nghiệm bản thân và của bạn bè, mình thấy rằng chúng ta nên cẩn thận khi sử dụng Internet*
-

Participate in a range of collaborative activities that involve transactions and require negotiation and management of different opinions or behaviours

[Key concepts: negotiation, perspective; Key processes: managing, engaging]

(ACLVIC175)





- negotiating arrangements, considering alternatives and reaching shared decisions, for example, *Cuối tuần này có nhiều phim hay lắm, thời tiết cũng thích hợp để đi bơi nữa, các tiệm quần áo lại đang giảm giá, nhóm mình muốn làm gì? Thôi mình lo đi mua đồ trước đi vì các tiệm chỉ giảm giá có ba ngày thôi, coi phim và đi bơi để tuần sau cũng được mà. Các bạn có đồng ý không?*
- role-playing formal or informal negotiations, such as resolving a disagreement between parents and children or teacher and students, for example, *Ba mẹ ơi, con muốn đi làm thêm cuối tuần. Không cần thiết đâu, con nên tập trung lo học đi. Ba mẹ có thể cho con thêm tiền tiêu vặt nếu con cần. Nhưng mà con muốn đi làm thêm để có kinh nghiệm và tiếp xúc với nhiều người. Thôi được, ba mẹ sẽ cho con đi làm thêm nếu điều đó không ảnh hưởng đến kết quả học tập của con. Thưa cô, vì máy vi tính bị hư nên em chưa làm bài xong, cô có thể cho em nộp bài ngày mai được không?*
- collaborating to organise and participate in real or simulated shopping experiences such as a class shopping centre, a flea market or a garage sale, using rehearsed language for negotiating, bargaining, exchanging or returning goods, for example, *Có thể giảm giá cho học sinh được không? Tôi có thể trả lại đồ được không nếu lỡ làm mất hóa đơn mua hàng? Cái máy tính bảng (tablet) này không gọi điện thoại được, cô có thể đổi cái mới cho tôi được không?*
- making individual purchasing decisions by comparing items from a range of suppliers for features such as price, country of origin, quality, capacity for recycling, reliability, warranty and safety, for example, *Tôi hay mua đồ điện tử ở tiệm đó vì chất lượng cao mà giá cả lúc nào cũng rẻ hơn các tiệm khác. Những vật liệu này có thể tái chế được không? Đồ hiệu tuy có chất lượng cao và nhìn đẹp nhưng rất mắc, không phù hợp với túi tiền của học sinh*



Extend classroom interactions by offering, elaborating on, justifying and eliciting opinions and ideas
[Key concepts: exchange, discussion; Key processes: justifying, stating views, sharing opinions]

(ACLVIC176)



- extending interactions by inviting others to contribute to discussions or provide feedback on own ideas, for example, *Các bạn nghĩ sao về việc học thêm cuối tuần? Chúng ta nên làm sao để giữ cho tình bạn được lâu dài? Các bạn nghĩ sao về ý kiến của mình?*
- using evaluative language to acknowledge strengths in others' arguments or provide evidence to justify, contradict, challenge or rebut alternative views in a courteous manner, for example, *Tôi rất thích cách giải thích của bạn, rõ ràng và hợp lý lắm. Bạn nói có lý nhưng tôi nghĩ rằng ... Lý thuyết thì như vậy, nhưng trên thực tế thì ... Hay là mình thử làm thế này/cách khác xem sao?*
- debating with peers on social, environmental or educational issues with reference to Vietnamese and Australian views and values, for example, *Có nên bắt buộc học sinh học ngoại ngữ không? Có phải vào đại học là cách tốt nhất để thành công ngày nay? , using evaluative language such as hay/đúng/thú vị/hợp lý/công bằng lắm. Giới trẻ ngày nay rất giỏi sử dụng nhưng cũng bị lệ thuộc quá nhiều vào khoa học kỹ thuật*

- exchanging ideas and justifying and elaborating on opinions in class discussions about issues associated with the school or local community, such as school facilities, local services or environmental issues, for example, *Chúng em đề nghị căn-tin nhà trường nên bán nhiều thức ăn bổ dưỡng hơn cho học sinh với giá rẻ hơn. Chúng em mong nhà trường nên sửa sang lại các phòng vệ sinh cho sạch sẽ hơn. Có tình trạng xả rác bừa bãi trong các công viên ở địa phương mình*

- using Vietnamese idioms and proverbs to illustrate ideas and opinions about learning, for example, *Không thấy đổ mảy làm nên, Học thầy không tày học bạn*

Informing

Elaborations

Locate, synthesise, interpret and evaluate information and opinions from different perspectives relating to social issues and other areas of interest to teenagers

[Key concepts: perspective, interconnection, representation;

Key processes: synthesising, evaluating, interpreting]

(ACLVIC177)



- researching different perspectives on the same issue in a range of media sources, such as television programs, radio news items, songs, performances, video clips, films, documentaries, online articles, newspapers, magazines and books, to form a balanced view on a subject of discussion such as deforestation, sustainable development or overpopulation



- synthesising information from diverse sources, such as newspapers, magazines, online articles, television news/programs, class surveys or social network profiles, comparing and evaluating the reliability of information
- conducting surveys and interviews with peers to explore their perspectives on topics related to youth culture and social experiences, for example, *Mỗi ngày bạn mất bao nhiêu thời gian để lên mạng? Bạn sử dụng máy vi tính để làm gì?*
- analysing similarities and differences in attitudes or views of different speakers or writers, and comparing and connecting them to own and others' experiences to form personal perspectives on the issues being discussed
- comparing and evaluating a range of perspectives relating to teenage interests or social issues, such as arguments for and against social networks, technology advance, cultural practices or traditional values, and explaining the reasons for differences in perspectives
- analysing articles written by different people, for example, an educator, a welfare worker and a politician, on a social issue such as bullying, identifying different perspectives and the tone of each article, for example, sympathetic, assertive or respectful

Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve specific purposes for particular audiences in relevant contexts

[Key concepts: perspective, representation, purpose; Key processes: connecting, presenting, persuading, evaluating]

(ACLVIC178)



- producing a range of spoken, written, digital and multimodal texts (posters, emails, formal letters, blog posts, articles, speeches, PowerPoint presentations) for diverse audiences (children, peers, parents, employers), contexts (school, home, community, social group) and purposes (informing, reporting, explaining, promoting, persuading), to convey own ideas on topics such as balancing study and recreation, the benefits of recycling, or the impact of technology
 - writing informative and persuasive texts aimed at a particular audience and context, for example, a brochure promoting a holiday destination (for teenagers), a poster for a doctor's surgery encouraging healthy eating (among children), a speech to promote healthy and sustainable lifestyles (among young people), a youth web page reviewing a new music or movie release, or an article warning people about environmental pollution or the dangers of cyber bullying
- ✿
- creating texts pitched to specific age or interest groups, making choices regarding vocabulary, structure, visual and cultural elements, for example, fashion/health advice for a youth forum, school information for new students, suggestions for ways to bridge the generation gap for a family magazine, or a request for donations to help save an endangered animal
- ✿
- justifying own views with quotes or text references, for example, *Chúng ta không nên đánh giá con người qua bề ngoài bởi vì tục ngữ có câu 'Đừng có trông mặt mà bắt hình dong'. Tôi nghĩ rằng nạn phá rừng đã gia tăng đến mức báo động vì thống kê cho thấy mỗi năm diện tích rừng trên thế giới giảm 20%*
 - exploring social and cultural themes through modes of presentation that combine elements such as photos, videos and music to enhance effect of text

Creating

Elaborations

Explore a range of traditional and contemporary forms of art, literature and entertainment, by analysing values, purposes and language techniques, and discussing issues and themes

[Key concepts: imagination, morality, style; Key processes: exploring, relating, analysing]

(ACLVIC179)



- viewing and/or listening to different forms of traditional and contemporary Vietnamese arts and entertainment, such as painting, photography, (water) puppetry, dance, music, theatre and cinema, and discussing how practices and beliefs may have changed over time, for example, comparing *tranh dân gian Đông Hồ* with *tranh sơn dầu*; *dân ca* with *nhạc trẻ*; *cải lương*/ *kịch* with *phim*; and *trò chơi dân gian* with *trò chơi điện tử*
- discussing common features of forms of entertainment, for example, analysing technical effects such as sound effects and background music, lighting, scenery, costumes or make-up, and narrative effects such as what makes an engaging plot and inspiring characters
- comparing how common themes such as love, friendship, beauty, home, happiness and success are represented in traditional and contemporary Vietnamese arts and entertainment
- recognising how characters' feelings and attitudes are expressed through language, such as use of language features such as emotive language, for example, *hạnh phúc*, *vui mừng*, *phấn khởi*, *buồn bã*, *cô đơn*, *xót xa*, *bồn hời*
- discussing with peers how social context and cultural values influence a writer's representation of issues and topics, for example, how the author's background or concept of filial piety shapes the characters' reactions and decisions in regard to their relationships
- comparing the values, beliefs, attitudes, emotions and language of characters in traditional and contemporary Vietnamese arts and entertainment, analysing how values have changed over time and explaining possible reasons for these changes, for example, contrasting the original story *Sự Tích Ông Táo* with its modern comedy version
- analysing the use of images, sounds, gestures and language in songs, films and performances to explain how they convey Vietnamese cultural values and practices

Create a range of imaginative texts in different formats, including multimodal and digital formats, for a range of audiences, contexts and purposes

[Key concepts: morality, emotion, journey; Key processes: experimenting, connecting, expressing]

(ACLVIC180)



- composing reviews in response to artworks, songs, films or stories, discussing themes, characters and language use
- creating print or digital stories that reflect Vietnamese practices, values and beliefs, such as Vietnamese New Year celebrations, eating etiquette, filial piety, or belief in the importance of education, presenting an issue or situation related to Vietnamese communities
- creating a range of texts, such as stories, songs, skits or comics, considering main characters, themes, settings and plots, for diverse audiences, for example, children, peers, parents, teachers and social or interest groups
- writing scripts and performing role-plays or plays that reflect own perspectives on Vietnamese values and practices, such as own view of traditional filial piety and value of education in the modern context
- composing own imaginative texts, such as animated stories, games or short films, with different settings, characters and events, using a range of devices for effect, and reflecting on values and practices across cultures
- creating own imaginative texts, such as dialogues, poems, songs or short stories, using an array of cues, for example, pictures, gestures, music and language, to convey different emotions such as love, happiness, excitement, frustration and sadness

Translating

Elaborations

Translate and interpret texts for different audiences and contexts, and explore how cultural concepts, values and beliefs are represented differently in Vietnamese and English

[Key concepts: sensitivity, empathy; Key processes: analysing, interpreting]

(ACLVIC181)



- viewing English-language films with Vietnamese subtitles (and vice versa), evaluating the effectiveness of the translations and explaining associated cultural aspects
 - reading short texts and excerpts from a range of informative, personal and literary texts, identifying cultural elements and reflecting on how they are encoded differently in Vietnamese and English, for example, the use of family terms, titles and terms of address (*cô, chú, anh, chị, em*)
 - analysing and discussing similarities and differences and cultural influences in common Vietnamese and English idiomatic expressions, for example, *Có chí thì nên* = 'Where there's a will there's a way', *Đừng có trông mặt mà bắt hình dong* = 'Don't judge a book by its cover', *đẻ bọc điều* = 'To be born with a silver spoon in one's mouth', *Dạy con từ thuở còn thơ* = 'Strike while the iron is hot'
 - translating written expressions associated with politeness and social behaviours in Vietnamese, for example, opening and closing of formal/informal letters with phrases such as *Kính thưa giám đốc, Ba mẹ kính yêu/Bạn thân mến/Em yêu, Thân/Thân mến/Thương mến/Thân chào/Trân trọng kính chào*, and comparing them with standard expressions in English, such as 'Dear ...', 'Yours sincerely/faithfully', 'Kind regards'/'Regards'
 - experimenting with translating idiomatic expressions and proverbs as well as a range of short texts that involve cultural elements, exploring how to convey meaning and cultural significance in Vietnamese and English, and recognising that the translation of expressions, idioms and proverbs requires both literacy skills and cultural knowledge to mediate between languages
 - translating a range of texts, such as advertisements, speeches, songs, and story or film extracts, and examining the appropriateness of translation for specific audiences and contexts
-

Create bilingual texts in multimodal forms, including digital, that reflect aspects of culture and language for a variety of Vietnamese and Australian audiences

[Key concepts: cultural literacy, interconnection; Key processes: judging adequacy, translating, interpreting]

(ACLVIC182)



- creating programs for Vietnamese cultural events, including footnotes in English to explain key words, for example, *tết Nguyên đán*, *tết Trung thu*, *lễ Vu lan*, *rằm tháng Giêng*
- creating a range of bilingual texts, such as advertisements, announcements and recipes, for different audiences and contexts, and discussing ways of expressing concepts in each language
- creating bilingual 'survival guides' on language and etiquette in the form of brochures or slideshow presentation for visitors to Vietnam or Australia, and providing advice for specific scenarios, for example, at the airport, hotel, supermarket, restaurant or tourist attraction
- creating bilingual texts in multimodal forms, including digital, that explain Vietnamese and Australian cultural practices, for example, *tục lệ ngày Tết*, *đám giỗ*, *đầy tháng*, *thôi nôi*, and New Year, Christmas, birthday or Australia Day activities
- translating children's stories from English into Vietnamese and vice versa, and discussing how to maintain original meaning when tailoring texts to different audiences and cultural backgrounds
- adapting classic Australian stories for young Vietnamese readers, and explaining language and setting choices

Reflecting

Elaborations

Reflect on how meanings vary according to cultural assumptions that Vietnamese and English speakers bring to interactions, and take responsibility for contributing to mutual understanding

[Key concepts: cultural assumptions, judgement; Key processes: reflecting, relating interculturally]

(ACLVIC183)



- considering how being bilingual offers different ways of interpreting the world and representing experience
- explaining how cultural assumptions influence meaning, for example, the action of hugging as an indication of friendliness in English-speaking contexts versus gender intimacy in Vietnamese-speaking contexts
- challenging cultural assumptions and bringing different perspectives to new cultural contexts or situations, for example, using the personal pronouns *anh/em* to indicate informality between colleagues rather than to define husband–wife or brother–sister relationships as traditionally assumed
- considering own and others' responses and reactions in Vietnamese–English intercultural exchanges and discussing reasons for different interpretations of meaning, for example, knowing that Vietnamese people like to please and therefore may give an inaccurate answer whereas Australians would prefer to say directly what they really think or mean
- identifying moments of embarrassment or communication breakdown in own intercultural interactions, exploring reasons for these and suggesting adjustments to language and/or behaviours that could be made to enhance mutual understanding
- discussing elements of successful intercultural communication, for example, flexibility, awareness of differences in cultural and religious practices, respect for elderly people and other traditions, attitudes to privacy or different levels of directness in discussions

Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving

[Key concepts: perception, identity, communication; Key processes: discussing, evaluating, reflecting]

(ACLVIC184)



- making decisions about relevant information to be included in a cultural identity profile to exchange with non-Vietnamese speakers, for example, deciding what personal details to include such as age, gender and salary, depending on contexts, purpose and relationships
- reflecting on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures; and noticing differences in the way they communicate, think and behave in different contexts
- exploring how individual ways of communicating, thinking and behaving help shape views of own cultural identity, for example, why a Vietnamese-Australian teenager who speaks English better than they do Vietnamese and understands more about Australian culture than Vietnamese culture may view themselves as more Australian than Vietnamese
- comparing and contrasting a Vietnamese and Australian experience, such as a celebration, and considering how their own and others' identity may shift according to the context

Understanding

Systems of language

Elaborations

Understand the role of pronunciation, pauses, pace, intonation, fluency and appropriate writing conventions in effective communication and apply this knowledge to own interactions

[Key concept: intonation, fluency, meaning; Key process: applying]

(ACLVIU185)



- recognising and using rhythm in complex sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, *Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi*
 - recognising the challenges of communication associated with clarity and pace in audio texts in certain situations, for example, station or airport announcements or recorded phone messages
 - recognising that tone of voice can indicate the relationship between the speakers, convey emotion and shape meaning, for example, distinguishing between a compliment and irony in the exclamatory sentence *Hôm nay em đến sớm thế!*
 - applying knowledge of pronunciation, intonation, tone and pace to own use of spoken Vietnamese for a range of social interactions, for example, asking questions or expressing emotions such as happiness, sadness, surprise or excitement
 - identifying the people and factors that influence their own Vietnamese language use and speech patterns, such as parents, teachers, peers and films
-

Understand and use compound sentence structures, conjunctions, and a range of language features, such as similes or rhetorical questions, and combine them with knowledge of Sino-Vietnamese words and abstract vocabulary to enhance communication and achieve particular effects

[Key concept: grammatical systems; Key processes: understanding, applying]

(ACLVIU186)



- using compound sentence structures to elaborate on ideas and clarify or justify opinions, for example, *Con thích đi ăn ở nhà hàng mà mẹ tổ chức sinh nhật cho bà nội lúc bà qua Úc năm rồi vì chỗ đó thức ăn ngon mà lại rẻ nữa*
- sequencing and adding ideas, events and actions using a variety of high-level cohesive devices such as *ngoài ra, hơn nữa, tuy nhiên* and *bên cạnh đó*
- comparing the meaning and use of Vietnamese and English conjunctions, such as *càng ... càng* = 'the more ... the more ...' or 'more and more', *vừa ... vừa ...* = 'both ... and', *chẳng những ... mà còn* = 'not only ... but also', *không ... mà cũng không* = 'neither ... nor', and using them in own speech and writing
- using a range of sentence endings to soften commands, for example, *Học bài đi chứ! Học bài đi nha!*
- using a range of words and expressions to express different levels of certainty in opinions, for example, *Tôi đoán/nghĩ/tin/chắc chắn rằng ...*
- expressing levels of possibility and certainty using *lẽ ra, có thể là, chắc là, ắt hẳn là*
- explaining the effect of stylistic devices used in Vietnamese texts and using them to enhance communication, for example, *Chẳng lẽ mình là người Việt mà lại không biết nói tiếng Việt sao?* (rhetorical question); *đi nhanh, ăn nhanh, nói nhanh* (repetition); *đẹp như tiên* (simile); *Hôm nay lạnh mặt trời đi ngủ sớm* (personification)
- understanding and using onomatopoeic words such as *ầm ầm, ào ào, rào rào, rì rào, róc rách, tí tách, đì đùng* in own spoken and written texts, for example, *sấm chớp ầm ầm, mưa rơi tí tách, gió thổi rì rào, suối chảy róc rách, pháo nổ đì đùng*
- exploring the meaning of Sino-Vietnamese words and providing their equivalents in modern Vietnamese, for example, *tổ quốc* = *đất nước*, *phụ mẫu* = *cha mẹ*, *phụ nữ* = *đàn bà*, *huynh đệ* = *anh em*, *phi trường* = *sân bay*, *lương thực* = *đồ ăn*



- understanding and using common Sino-Vietnamese words as appropriate to context (such as for formal occasions), for example, *hội phụ nữ*; *not hội đàn bà*; *viện dưỡng lão*, *not nhà người già*



- understanding and using abstract nouns, adjectives and verbs to express abstract or sophisticated concepts and attitudes, for example, *Không gì có thể sánh bằng công ơn và tình thương của cha mẹ đối với con cái. Phụ nữ Việt Nam hết lòng tận tụy, hy sinh cho gia đình*
- using specialised vocabulary to discuss a range of topics of interest, for example, the environment (*ô nhiễm môi trường, tái chế, năng lượng sạch*), technology (*an toàn trên mạng, nhật ký điện tử, mạng lưới toàn cầu*), and migration (*tỵ nạn, di dân, định cư, hội nhập, thường trú nhân, quốc tịch*)

- using sympathetic language to signal empathy, restraint or indirect disagreement, for example, *Tôi hiểu/rất thông cảm với bạn ...*, *Thôi bạn đừng buồn nữa ...*, *Thôi được rồi, khoan đã*

Understand the relationship between purpose, audience, context, linguistic features, and textual and cultural elements associated with different types of personal, reflective, informative and persuasive texts

[Key concept: textual conventions; Key processes: discussing, applying]

(ACLVIU187)



- analysing how language choices help achieve particular purposes and effects, for example, descriptive language to promote a product, evaluative language to reflect on an experience or to review a literary work, persuasive language to influence audience, or humorous techniques to entertain
- recognising and explaining cultural aspects reflected in a range of texts, including multimodal and digital texts, such as school reports, weather reports, official announcements, television programs, or recipes, particularly in the use of idiomatic expressions or proverbs
- identifying appropriate salutations, depending on personal relationship or social ranking, in specific text types such as emails, speeches or interviews, for example, *Kính thưa ... /Thưa ...*, *...thân mến/thương mến, kính chào/chào ...*
- understanding and transforming texts to suit different purposes (to persuade, to entertain), different audiences (children, adolescents, Vietnamese people, Australians) and different types of texts (an article, a report, speech)
- understanding the importance of choosing a text type appropriate to their audience and purpose, for example, a speech to persuade Year 8 students to choose Vietnamese as their elective in Year 9, or an article to express own opinions on the impact of technology on teenagers
- recognising and analysing similarities or differences that might be culturally significant across cultures, for example, similarities such as the use of the heart as a symbol of love or pigeons as a symbol of peace, and differences such as the use of the colour white to signify purity in Western cultures but bad luck in Eastern cultures
- recognising and discussing cultural concepts or values reflected in texts, for example, cultural icons used in commercial advertisements
- identifying language features and cultural references that contribute to the overall meaning or purpose of texts, for example, a rhetorical question such as *Chẳng lẽ chúng ta chịu bó tay sao?* to call for action, or *truyền thống tôn sư trọng đạo* to promote the value of education

Language variation and change

Elaborations

Analyse and explain how and why language use varies according to cultural contexts, relationships and purposes
[Key concepts: register, variation based on audience, context and purpose; Key processes: analysing, explaining]

(ACLVIU188)



- identifying and analysing variations in language use (choice of vocabulary and structures) between diverse participants, for example, old people and teenagers, males and females, educated and uneducated people, in a range of different interactions
- analysing and comparing language use in a range of blogs, interviews or transcripts of speeches to deduce the age, gender, interests or educational level of the audience
- understanding the importance of adapting own language use for different audiences or degrees of formality, for example, moving from informal (*mẹ ơi/ông ơi/bà ơi*) to respectful tone (*thưa mẹ/kính thưa ông bà*), or simple (*lòng thương người*) to sophisticated (*lòng nhân ái*) vocabulary/structures
- discussing variations in language use in Vietnamese traditional and contemporary literature, arts and entertainment relating to the same theme or topic, and analysing how language changes (with regard to vocabulary and structures) in different settings and contexts
- comparing own written language use in various modes of communication and for a range of purposes, for example, text messages, online chatting, emailing or doing schoolwork, and reflecting on how and why the writing style differs and considering the effect on meaning

Analyse the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in Vietnam and overseas

[Key concepts: impact, consequence; Key processes: analysing, explaining, comparing]

(ACLVIU189)



- discussing the influence of electronic 'chat' language on students' literacy skills in Vietnamese and English
- exploring how globalisation has resulted in the introduction of English words and expressions into Vietnamese, for example, the use of English terms for technology, such as CD, DVD, USB, video, TV, remote control, computer, laptop, internet and website, despite the existence of Vietnamese equivalents, or mixing English into the lyrics of contemporary Vietnamese popular music, and discussing the advantages/disadvantages of such influences
- exploring the influence of popular culture on Vietnamese language spoken in Vietnam and overseas through the development of new vocabulary such as *phong cách / thời trang Hàn quốc, truyện tranh Nhật Bản, nhạc R&B/hiphop*
- exploring the Vietnamese words used in Vietnam that are unfamiliar in Vietnamese-speaking communities in other countries, for example, *bức xúc, vấn đề nổi cộm*

Role of language and culture

Elaborations

Understand the reciprocal relationship between language, culture and communication and how this relationship impacts on attitudes and beliefs

[Key concepts: language, culture, reciprocity; Key processes: reflecting, discussing, analysing]

(ACLVIU190)



- exploring how cultural concepts such as respect for authority influence Vietnamese communicative practices, for example, not making eye contact when interacting with others, and not expressing differing personal views to elderly people, and how these may be misinterpreted by English speakers as lack of engagement or initiative
- examining the influence of Vietnamese culture on gestures, tone and word choices in social interactions, for example, the practice of using family terms (*chú, bác*) to indicate informality when addressing an unrelated person reflects the value and importance placed on family in Vietnamese culture
- identifying ways to enhance mutual cultural understanding, such as using cultural behaviours appropriately according to audience and context of communication, for example, making eye contact when talking to Australians but not when talking to elderly Vietnamese people
- comparing how the same practice, concept or value is represented differently in different contexts and types of texts due to changes in attitudes and views, for example, how the concept of filial piety (*chữ hiếu*) is reflected in Vietnamese opera (*cải lương*) and in contemporary Vietnamese films, and in folk and contemporary literature
- exploring significant values, practices and beliefs of other cultures, including those from other Asian cultures, that are reflected in different forms of media such as the internet, arts and entertainment, and stories



- exploring how learning and using Vietnamese has impacted on own view of Vietnamese culture and other cultures, including their understanding of the role of culture in respecting and sustaining the environment



Years 9 and 10 Achievement Standard

By the end of Year 10, students use spoken and written Vietnamese to initiate, sustain and extend interactions with peers, teachers and others in a range of contexts and for a range of purposes, such as to explore peers' perspectives on youth culture and personal experiences. They use language spontaneously in the classroom, offering and justifying their own opinions and ideas and eliciting those of others. They negotiate with others to complete shared tasks and transactions, using evaluative language, for example, *Ý kiến của bạn rất mới lạ/hợp thời. Bạn nói có lý nhưng tôi nghĩ rằng ...*, to acknowledge others' opinions and to challenge and manage alternative views. They use transitional sentences, such as *Hay là mình thử làm thế này xem sao. Còn vấn đề bảo vệ môi trường thì sao?*, to manage shifts of topic and speaker. They speak fluently, pausing where appropriate, and use stress in extended sentences to enhance communication. Students gather, synthesise and evaluate information and opinions from different perspectives and create original texts for diverse audiences and purposes in a range of contexts. They respond to a range of imaginative texts by analysing their purpose and language techniques, forming their own position on the issues, themes and values addressed. They create a range of imaginative texts to express a variety of perspectives and values in modes of presentation selected to suit audience, purpose and context. They combine knowledge of Sino–Vietnamese words and abstract vocabulary with stylistic devices to enhance expression, create particular effects and influence others, for example, through repetition (for example, *đi nhanh, nói nhanh, ăn nhanh*), similes (for example, *mắt sáng như sao*), personification (for example, *lá sầu*), onomatopoeia (for example, *ào, rì rào, ùng*), and rhetorical questions, for example, *Chẳng lẽ mình là người Việt mà lại không biết nói tiếng Việt?* They adjust their own language use when addressing a different audience or in a different context, for example, shifting from an informal to a respectful tone, and from simple to sophisticated vocabulary or structures. They convert informal everyday speech (for example, *ai cũng biết hết*) into formal register (for example, *như quý vị đã biết*), as appropriate. Students use conjunctions, such as *trước tiên, sau cùng, ngoài ra, hơn nữa, do đó, càng ... càng, vừa ... vừa, chẳng những ... mà còn, nếu...thì, tuy... nhưng, vì...cho nên*, to sequence and connect ideas in texts, and apply accurate spelling to enhance communication. They translate and interpret texts and create bilingual resources for Vietnamese and English-speaking audiences, explaining how cultural concepts, values and beliefs are embedded in language. They compare views on the relationship between cultural identity and communication, question cultural assumptions, and modify language and behaviours in intercultural interactions as appropriate.

Students explain how pronunciation, intonation, pace and rhythm in spoken Vietnamese can express different emotions, for example, *Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi*, and signal clause boundaries and emphasis. They explain why Sino-Vietnamese words are used in formal contexts, for example, *hội phụ nữ* (not *hội đàn bà*) and *viện dưỡng lão* (not *nhà người già*). They analyse a range of personal, informative, reflective and persuasive texts and explain the relationship between context, purpose, audience, linguistic features and textual and cultural elements. They analyse how language use varies according to cultural contexts, relationships and purposes, explaining why they adjust their vocabulary and level of politeness and formality in intercultural interactions. They explain the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in both Australia and Vietnam. They explain the reciprocal nature of the relationship between language, culture and communication, identifying its impact on attitudes and beliefs.

The Australian Curriculum Languages - Vietnamese Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students who enter the background language learner pathway in Vietnamese in Year 7 may have strong connections to Vietnamese language and culture through family and community, and varying degrees of oracy in Vietnamese. Their textual knowledge developed through English literacy supports the development of literacy in Vietnamese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Vietnamese language learning and use

Learners use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They create spoken and written texts for a variety of audiences in different contexts. They plan, draft and present imaginative texts, and design interactive events and collaborative tasks. They express ideas and feelings (*Tôi thích ăn phở. Tôi thích xem phim hơn đọc sách. Hôm nay tôi vui*), exchange opinions (*Phim này hay quá. Trường tôi rộng rãi và sạch sẽ*), and manage shared activities (*Bạn làm bài xong chưa? Làm ơn giải thích chữ này giúp tôi! Tôi đọc cho bạn viết nha*). Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. Learners explore Vietnamese syntax and structures in a range of texts and begin to use metalanguage by identifying grammatical terms. They make cross-curricular connections and explore intercultural perspectives and experiences through interaction with an increasing range of Vietnamese speakers.

Contexts of interaction

Learners come to the classroom understanding and using Vietnamese within the world of their experience, which is likely to be home and community domains. At this level, topics of discussion include the world of learning, for example, discussing the shift from primary to secondary school, the concepts of home and friendship, shared events and leisure activities. Learners contextualise and use their background language and culture as much as possible while socialising and exchanging information. This will not necessarily be characterised by the fluent use of Vietnamese, but rather by the way they use their background knowledge of Vietnamese language and culture in communication. These interactions should be authentic in relating to the world of teenage experience, and performance based. Additional opportunities for interaction are provided through purposeful and integrated use of information and communications technologies (ICT), for example, videoconferencing and online activities such as e-learning.

Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They also use authentic materials such as blogs, newsletters, advertisements, magazines, video clips and apps. Their knowledge is extended through exploration of Vietnamese texts on the internet, and audiovisual materials (for example, *đồng dao, ca dao, dân ca, bài hát thiếu nhi (Chúc Mừng Sinh Nhật, Tiếng Chuông Giáng Sinh), phim tài liệu (Luke Nguyen in Vietnam), truyện cổ tích, truyện ngụ ngôn*), cultural performances, and community events and activities, for example, *tết Nguyên đán, tết Trung thu*. In particular, as background language learners they are also likely to engage with bilingual, subtitled and captioned texts.

Features of Vietnamese language use

Learners recognise and use features of the Vietnamese sound and writing systems, including tones and tone markers, and apply appropriate pronunciation and spelling rules in spoken and written texts. They apply elements of Vietnamese grammar to the production of texts, such as appropriate word order, common nouns, pronouns, adjectives, verbs and conjunctions, to describe people, actions and events (*Tôi cao và ốm. Tôi có mắt đen. Bạn Lan học giỏi và hát hay. Ngày Tết có múa lân*), express courtesy and opinions (*Thưa ông bà/ba mẹ/thầy cô. Làm ơn cho tôi mượn tập! Cảm ơn bạn. Học tiếng Việt vui quá*), and link ideas and information in different types of affirmative, negative and interrogative sentences (*Tôi thích xem phim hơn đọc sách. Tôi biết nói nhưng không biết viết tiếng Việt. Bạn sinh ở Úc hay ở Việt Nam?...*). They understand ways in which the English language works as a system and how English is similar to and different from Vietnamese. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine ways in which people, issues and circumstances are represented.

Level of support

Learners have varying degrees of Vietnamese oracy and literacy, and are supported through multilevel and differentiated tasks. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, structured activities for practising new language, and the use of gesture and movement. Students are supported to develop autonomy as language learners and users, and to self-monitor and adjust their language use in response to their experience in diverse contexts. Opportunities to review and consolidate knowledge are an important component of learning at this level.

The role of English

Vietnamese is the main language of instruction and interaction. Vietnamese and English may be used when discussing concepts, functions and structures relating to language use, and when exchanging and comparing experiences in learning Vietnamese and English. English may be used for conceptually demanding explanations and discussions, particularly when making connections between Vietnamese and other languages and cultures. Learners are encouraged to reflect on cultural values and practices and how these relate to their own sense of identity from a bilingual perspective.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Socialise and interact with peers and the teacher to exchange information on topics relating to self, family, friends and interests, and to express opinions, likes and dislikes

[Key concepts: family, friendship, home; Key processes: interacting, socialising, describing]

(ACLVIC001)



- greeting and farewelling others, introducing themselves, and expressing states of wellbeing, appreciation and wishes, using informal polite language appropriate for peers, teachers and family members, for example, *Chào thầy/cô. Bạn khỏe không? Tôi khỏe. Cảm ơn. Còn bạn thế nào? Chúc bạn sinh nhật vui vẻ. Con chúc ông bà sống lâu trăm tuổi*
- introducing themselves, family, other people and possessions, using appropriate personal pronouns, for example, *Em tên là Nam. Em mười hai tuổi. Em học lớp bảy, trường trung học Newford. Nhà em ở Green Fields. Gia đình tôi có bốn người. Ba tôi là giáo viên. Đây là anh Trung/chị Lan/ba mẹ em. Đây là thầy/cô của con*
- exchanging information on a range of topics, such as friends, daily routines, and celebrations, for example, *Bạn tôi rất tốt, hay giúp tôi làm bài. Cuối tuần bạn thường làm gì? Tôi thường đi chợ với gia đình vào cuối tuần*
- asking peers about their personal interests, for example, *Lúc rảnh rồi bạn thích làm gì? Bạn thích ăn món gì nhất? Còn thức uống thì sao?*
- expressing likes, dislikes and preferences, for example, *Tôi thích nuôi chó. Tôi thích xem phim hơn đọc sách. Tôi không thích ăn mì*

Participate in guided and shared activities, such as role-plays, performances and presentations, that involve planning, deciding, making arrangements and completing transactions

[Key concepts: task, performance, presentation; Key processes: planning, deciding, making arrangements]

(ACLVIC002)



- politely accepting or declining an invitation, for example, *Cảm ơn bạn. Được, tôi sẽ đến dự sinh nhật của bạn. Xin lỗi, tôi không đến được vì tôi bị bệnh*
- planning home and school events, such as a Mother's/Father's Day celebration, a birthday party or group presentation, and exchanging information about date, time, place, activities and participants, for example, *Thứ Bảy tới là sinh nhật của con. Mẹ cho con mời mấy người bạn? Ba ơi, chủ nhật tới là ngày lễ Mẹ. Mình đưa mẹ đi ăn nhà hàng nha ba. Con sẽ gọi cho nhà hàng để đặt chỗ. Ba muốn đi nhà hàng nào? Mấy giờ mình đi?*
- participating in real or simulated scenarios such as asking for or giving directions, or providing assistance, for example, *Tôi/Chúng mình bị lạc đường rồi. Làm ơn chỉ cho tôi/chúng tôi đường đi đến trạm xe lửa. Đi thẳng, đến ngã tư thứ hai quẹo trái*
- making transactions in authentic, simulated or online situations, such as purchasing goods, ordering food or requesting services, for example, *Xin lỗi, cô cần gì ạ? Cái áo này bao nhiêu tiền? Có số nhỏ/lớn hơn không? Vé xe lửa đi City giá bao nhiêu? Ở đây có dạy thêm tiếng Anh cuối tuần không?*

Interact with peers in class routines and exchanges by asking and responding to questions, following instructions and requesting support, for example, by asking for repetition, rephrasing and explanation

[Key concepts: routines, roles; Key processes: questioning, contributing, responding]

(ACLVIC003)



- interacting in class routines such as responding to the teacher during roll call, for example, *Chào thầy/cô. Chào các bạn. Dạ có mặt/Bạn Nam vắng mặt*; following instructions, for example, *Xếp hàng! Vào lớp! Mở tập ra! Đứng lên! Ngồi xuống! Im lặng! Hãy đọc chữ này!*; asking for permission, for example, *Thưa cô cho em đi vệ sinh/ra sớm năm phút*; making polite apologies, for example, *Xin lỗi cô em tới trễ/em quên làm bài tập về nhà*; and requesting help or support, for example, *Bạn làm ơn cho tôi mượn viết chì. Xin cô giải thích chữ này giúp em*
- participating in classroom exchanges by asking and responding to questions about school life, classroom activities, subjects, teachers and friends, for example, *Bạn mới tên gì vậy? Bạn thích thầy/cô nào? Bạn thích học môn gì? Ngày mai có giờ toán không? Khi nào có ngày hội thể thao? Bạn làm bài xong chưa? Xong rồi/Chưa xong. Bạn cho tôi mượn tập được không? Chờ một chút, tôi sắp xong rồi*
- using repair strategies such as asking for repetition and specific details of tasks and expressing lack of knowledge, for example, *Xin lỗi, bạn vừa nói gì vậy? Xin lỗi, tôi không nghe rõ, bạn làm ơn lặp lại.*
- expressing opinions on classwork and school life, for example, *Giờ học tiếng Việt vui quá. Bài thi tiếng Anh khó quá. Buổi đi cắm trại rất thú vị và bổ ích. Phòng vệ sinh trường mình rất sạch. Căn-tin trường mình bán đồ ăn ngon và rẻ*

Informing

Elaborations

Identify and use information such as topic, main ideas and specific points in a range of spoken, written, visual, digital and multimodal texts

[Key concept: information; Key processes: obtaining, reading, listening, classifying]

(ACLVIC004)



- reading, viewing and listening to short texts, such as signs, captions, notices, posters, brochures or conversations, and identifying their context, topic, main ideas, audience and purpose
- locating, classifying and summarising information from a range of sources, such as notices, results of class surveys, announcements and reports, and using memory tools such as tables, charts and concept maps to organise and sequence information
- collating information from sources such as class surveys, online forums or blog posts
- gathering information about aspects of Vietnam, such as weather, vegetation, wildlife, foods and drinks, lifestyles, tourist attractions or historical/cultural events, and using the information in new ways, for example, viewing an online map of a local venue and writing directions for visitors
- comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations
- researching aspects of Vietnamese culture, history and natural environment, for example, religious beliefs and cultural practices such as *đạo Phật*, *đạo Thiên Chúa*, *đi chùa*, *đi nhà thờ*, *cúng ông bà*, *cúng giao thừa*, tourist attractions such as *vịnh Hạ Long*, *phố cổ Hội An*, or prominent historical figures such as *Hưng Đạo Vương* or *Vua Quang Trung*, by gathering information from texts and from exchanges with Vietnamese peers and adults

Present information and ideas relating to personal, social and natural worlds in spoken, written, digital and multimodal forms using modelled language structures

[Key concepts: self, community, environment; Key processes: composing, presenting, informing]

(ACLVIC005)



- presenting information in graphs or tables, for example, results from a class survey on preferred leisure activities, foods or idols
- explaining to others a procedure or practice, for example, a recipe, fashion or health-care tips, a tutorial on rules of a sport or game, or instructions on keeping a pet
- presenting a report in multimodal or digital form about personal interests or experiences, such as their favourite music, singer, film or book, a school excursion, a holiday or a local cultural event, using graphics to support meaning
- describing aspects of life in Australia for an audience in Vietnam, for example, school life, community recycling, a birthday party, or a national event such as Anzac Day or Australia Day
- using different modes of presentation to profile significant events, people or places related to the cultures and histories of Vietnamese-speaking communities
- producing a program for a cultural event in Vietnam such as *hội chợ Tết*, *tết Trung thu*, or a promotional brochure about a tourist attraction such as *chương trình tham quan vịnh Hạ Long*

Creating

Elaborations

Engage with a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, picture books, comics, poems and songs, and identify and describe key elements such as theme, setting, characters and actions

[Key concepts: imagination, theme, characters; Key processes: identifying, describing, responding]

(ACLVIC006)



- identifying and describing settings, characters, events and key ideas in imaginative texts by asking and responding to questions such as *ở đâu? khi nào? ai? làm gì? như thế nào?* and *tại sao?*, or by producing a profile of a character or a timeline of events
- reading and viewing imaginative texts, such as animations, films and photo series, and performing scenes that illustrate aspects of the characters' attitudes, personality or reactions, the story's ending or the writer's messages
- illustrating an extract from a text by selecting images, such as a picture, colour, symbol or emoticon, to reflect the content, mood or key message of the text, and explaining the reasons for selections
- participating in performing for the class an imagined dialogue between characters from a story
- listening to Vietnamese versions of English songs, for example, *Chúc Mừng Sinh Nhật* ('Happy Birthday'), *Tiếng Chuông Giáng Sinh* ('Jingle Bells'), and comparing aspects of each version such as language use and cultural representations

Create texts, including multimodal and digital texts, or adapt familiar imaginative texts for a range of audiences, using modelled language structures and different modes of presentation to enhance effect

[Key concepts: adaptation, mode, presentation; Key processes: re-creating, presenting, experimenting]

(ACLVIC007)



- imagining they are characters in a traditional painting such as *Đám Cưới Chuột (tranh Đông Hồ)* and creating a dialogue
- creating own versions of familiar texts, including multimodal and digital texts, such as wedding cards, postcards or greeting cards for imagined special occasions
- interpreting the actions and behaviours of characters in multimedia texts such as cartoons, video clips or films (without listening to the original scripted dialogue) to imagine the text content and participants' relationships and create conversations between participants or write a summary of the text
- creating and telling a story in the form of a photo slideshow, using modelled language and speech bubbles and captions or other visual/audio aids to enhance text effect
- composing and participating in imagined interactions, for example, a conversation between animals/pets or avatars, or meeting a character from a Vietnamese story or film for the first time

Translating

Elaborations

Translate and interpret short texts from Vietnamese into English and vice versa, identifying aspects that are similar or different and words or phrases that translate easily or with difficulty

[Key concepts: equivalence, representation; Key processes: translating, identifying]

(ACLVIC008)



- translating information collaboratively and with teacher support, for example, menus, school timetables, directions, and school and public signs or notices, and recognising and explaining similarities and differences in language structures, for example, *ga xe lửa* 'train station', *Ngày Làm Sạch Nước Úc* 'Clean Up Australia Day', *quẹo trái* 'turn left', *đi thẳng phía trước* 'go straight ahead', *Em không thích cái nón này, phải không?* - *Dạ, em không thích or Không, em thích mà* 'You don't like this hat, do you?' – 'No, I don't' or 'Yes, I do'
- identifying words or phrases that are difficult to translate, for example, food items (*bánh chưng, bánh tét, bánh xèo, phở*) or traditional customs (*cúng ông bà, xin xăm, coi ngày, coi tuổi*), and explaining reasons for difficulty, such as lack of equivalent concepts or practices in either language
- recognising changes required to sentence structure or word use in English–Vietnamese translation, for example, 'This lesson is too hard to understand' = *Bài học này khó quá, tôi không hiểu được*; 'I can't help laughing' = *Tôi không thể nhịn cười được*
- learning to use bilingual dictionaries and electronic translation tools, and identifying issues such as multiple meanings of words and the need to consider context or grammatical aspects to select relevant meaning, for example, *giấy khen* ('merit certificate') and *hôn thú* ('marriage certificate'); *chảy nước mắt* ('to shed tears') but *Hãy xé tờ giấy này đi!* ('Tear this paper off!'); *Tôi biết chơi khúc côn cầu* ('I can play cricket') and *Tôi thấy một con đế trong vườn* ('I have seen a cricket in the garden')

Create a range of bilingual texts and resources such as captions, signs, posters, digital picture dictionaries or menus to assist language learning in the classroom and in the school community

[Key concepts: meaning, equivalence; Key processes: creating, translating]

(ACLVIC009)



- making and using bilingual resources for language learning, such as glossaries or personal Vietnamese–English and English–Vietnamese print and digital dictionaries
- composing bilingual menus for Vietnamese restaurants, paraphrasing words that cannot be translated directly
- developing bilingual signs and notices for the school and local community, for example, *Thư viện* – ‘Library’, *Hội trường* – ‘School hall’, *Trung tâm thương mại* – ‘Shopping centre’, *Ga xe lửa* – ‘Train station’, *Trạm xe buýt* – ‘Bus stop’
- creating bilingual captions for tourist attractions in Vietnam and Australia to explain their significance for example, *hoàng thành* (‘royal palace’), *lăng tẩm* (‘royal mausoleum’), *núi* (‘mountain’), *bãi biển* (‘beach’) and *thành phố* (‘city’)
- creating subtitles for short video clips or descriptions for slideshow presentations of intercultural experiences such as going on holiday, attending a wedding ceremony, giving or accepting a gift, or informing Vietnamese peers and community of school or cultural events
- producing glossaries of cultural terms in English and Vietnamese to inform Vietnamese and Australian visitors about events in each country, such as Australia Day, Anzac Day, Christmas/New Year celebrations or Moon/food/boat racing festivals, and explaining culture-specific elements



Reflecting

Elaborations

Compare personal responses and reactions during interactions in Vietnamese and English, noticing how interaction involves culture as well as language
[Key concepts: intercultural communication, impact of culture; Key processes: comparing, reflecting]

(ACLVIC010)



- discussing their own level of comfort with particular gestures and body language when interacting across cultures, for example, making or not making eye contact when talking to older people, beckoning downwards or upwards, and hugging or not hugging in greeting
- sharing with peers how it feels to use Vietnamese and English in different contexts, such as at home, at school and in the Vietnamese community, reflecting on instances when these interactions have felt comfortable, awkward or difficult, and explaining why this might be the case
- developing language to describe personal reactions to and feelings about intercultural experiences, for example, *thoải mái/không thoải mái, thích/không thích*
- noticing how their Vietnamese cultural background influences their linguistic choices in cross-cultural interactions, for example, changing terms of address and level of formality depending on the context of interaction and the relationships between participants, such as the use of *ông, bà* or title plus the first or full name (*ông Bình, bà Hoa, Trung Nữ Vương, Vua Quang Trung, Tiến sĩ Hiệp, Bộ trưởng Lê Trung Hiếu*) when addressing people formally
- discussing how language reflects cultural concepts and values, for example, the importance of seeking agreement and compromise as reflected in the way Vietnamese people express disagreement (*Tôi không nghĩ vậy. Tôi e rằng... Bạn nói cũng có lý nhưng tôi nghĩ khác*), the importance of modesty and humility as expressed in the proverb *Bầy hai chưa què chớ khoe rằng khỏe*, and the importance of respect as seen in the way Vietnamese people greet each other or address the elderly (*dạ/thưa/ kính thưa*)






Reflect on own biography, including family origins, traditions and beliefs, considering how it impacts on identity and shapes intercultural communication
[Key concepts: bilingualism, biculturalism, significance; Key processes: reflecting, connecting]

(ACLVIC011)



- mapping their own linguistic and cultural profiles, for example, by creating a timeline or web profile to highlight formative elements such as family languages, traditions and beliefs, key relationships and intercultural experiences
- identifying events, relationships and experiences that have contributed to building a personal and/or collective sense of identity, for example, *một kỳ nghỉ, một cuộc thi tài, bạn tôi, gia đình tôi, một đội/nhóm*
- identifying aspects of personal identity such as age, gender and social status that are important when interacting in Vietnamese, for example, using the correct personal pronouns to address elderly people (*thưa ông/bà/bác/chú/cô/dì*), and shaking or not shaking hands depending on gender and age
- comparing cultural and intercultural experiences and language capabilities with peers, and exchanging views on the benefits of being bilingual

Understanding

Systems of language	Elaborations
<p>Recognise the features of the Vietnamese sound and writing system, including tones and tone markers, and explore Vietnamese pronunciation and spelling rules</p> <p>[Key concepts: sound and writing system, pronunciation; Key processes: recognising, comparing]</p> <p>(ACLVIU012)</p> <p>   </p>	<ul style="list-style-type: none"> exploring the Vietnamese alphabet, identifying letters that have no equivalent in the English alphabet, such as <i>ă, â, ê, ô, ơ, ư</i> and <i>đ</i>, and vice versa (<i>f, w, z</i>) reading, listening to and reproducing Vietnamese words with different tone markers, recognising that Vietnamese is a tonal language, and understanding that pitch changes affect the meaning of a word, for example, <i>ma</i> ('ghost'), <i>mà</i> ('but'/'that'), <i>má</i> ('mother'), <i>mả</i> ('grave'), <i>mã</i> ('horse'), <i>mạ</i> ('rice seedling') listening to, reading and reproducing Vietnamese words with the same monophthongs or diphthongs, for example, <i>đi thi, bà già, mai, nai, vài bài</i>, developing awareness of sound–letter relationships to establish concepts of Vietnamese spelling rules identifying words with the same syllables, including monophthongs, diphthongs and triphthongs, for example, <i>nho nhỏ, đồ đồ, ngày nay, máy may, người người cười tươi</i>, when listening to songs and reading poems differentiating between consonant blends that are pronounced similarly such as <i>ch</i> and <i>tr</i>, <i>d</i> and <i>gi</i>, <i>s</i> and <i>x</i>, for example, <i>che chở</i> versus <i>cây tre</i>; <i>hung dữ</i> versus <i>giữ nhà</i>; <i>cá sấu</i> versus <i>xấu quá</i> understanding and applying spelling rules for special cases such as the initial consonant <i>k</i> and consonant clusters <i>kh, gh, ngh</i> can go with the vowels <i>i, e, ê</i> only, for example, <i>kể, khi, nghĩ, ghe, nghe, nghề</i>, and rules relating to middle tone markers <i>dấu hỏi</i> and <i>dấu ngã</i> for Vietnamese alliterations (<i>ngang, sắc, hỏi</i> and <i>huyền, ngã, nặng</i>), such as in <i>mát mẻ, vui vẻ; bẽ bàng, hờ hững</i> applying Vietnamese spelling rules, including adding or changing initial consonants, vowels or tone markers, to form new words, for example, <i>đi thi, bà già, hai tai, mười người, ba và bà, no nê, thủ thi, nho nhỏ, nho đồ, gió to, tươi cười</i> identifying similarities in the Vietnamese pronunciation of Chinese, French and English loan words such as <i>sư phụ, toilet, gara, tivi, video</i> <p></p>

Develop knowledge of common grammatical elements and structures such as nouns, personal pronouns, adjectives, verbs, compound words, adverbs of frequency, conjunctions, statements, negations and questions, to describe events, actions and qualities of people and objects, and to express courtesy and opinions

[Key concepts: nouns, adjectives, verb forms, word order; Key processes: understanding, applying]

(ACLVIU013)



- recognising that Vietnamese has multiple words for personal pronouns, for example, *con, cháu, em* and *tôi* can be used to indicate both first and second person depending on relationships
- using appropriate terms of address for diverse speakers in different contexts, for example, *ông, bà, anh, chị, em*
- understanding that personal pronouns in Vietnamese do not change according to their grammatical function as in English, for example, *Anh ta biết tôi nhưng tôi không biết anh ta* ('He knows me but I don't know him')
- exploring and using pluralisation of nouns, for example, *hai cái áo* ('two shirts'), *những/nhiều/các ngôi nhà* ('houses'), making connections and comparisons between Vietnamese and English
- understanding the position of nouns and adjectives in Vietnamese compared to English, for example, *một học sinh giỏi* versus 'a good student'
- using concrete nouns related to self, family, home, school and the local environment, including loan words from other languages, for example, *thức ăn, quần áo, gia đình, cha mẹ, trường học, học sinh, thầy cô, bạn bè, chợ, nhà hàng, trạm xe lửa, tivi, game, internet, email, canteen, gara sale, online shopping, sushi, pizza, McDonald, chocolate, cà rốt, ya-ua, nhắm xà/yumcha*
- using adjectives to describe the appearance and personality of people, places, events, actions and objects, for example, *già, trẻ, rộng lớn, chật hẹp, quan trọng, thú vị, anh hùng, mắc, rẻ, tốt, xấu*
- exploring and using synonyms, for example, *chăm chỉ = siêng năng; ngăn nắp = gọn gàng*, and antonyms, for example, *tốt ≠ xấu; mới ≠ cũ; ngày ≠ đêm; nóng ≠ lạnh*
- recognising and using Vietnamese prefixes such as *vô* and *bất* to form antonyms, for example, *lễ phép ≠ vô phép; có duyên ≠ vô duyên; lịch sự ≠ bất lịch sự; cẩn thận ≠ bất cẩn*
- using adverbs to modify verbs and adjectives, and to indicate time, for example, *chạy nhanh, học giỏi, hát hay, đẹp lắm, hay quá, hôm qua, ngày mai, tuần rồi, tháng tới*
- experimenting with the use of prepositions (*trên, dưới, trong, ngoài, ở giữa*), for example, *ở trên trời, ở trên bàn, ở dưới đất, ở nhà, ở thành phố, ở ngoài đường*
- recognising possessive cases using formation of noun + pronoun/noun or *của*, for example, *ba mẹ (của) tôi, anh/chị (của) tôi, nhà/trường/lớp (của) tôi*
- using some honorific words to express courtesy, for example, *dạ, dạ thưa, kính thưa, kính chào*
- joining words, phrases and sentences using common simple conjunctions, for example, *Tôi và bạn, Cuối tuần bạn thường đi bơi hay đi xem phim? Tôi thích ăn phở nhưng chị tôi thích ăn mì*
- understanding that Vietnamese does not conjugate verbs according to number, gender and/or tense, for example, *Tôi/Bạn tôi thích phim hoạt họa*
- understanding and describing past, current and future events using appropriate terms for time expressions such

as *đã, sẽ, đang, chưa, rồi*, for example, *Tôi ăn rồi. Tôi đã sống ở đây hai năm. Ngày mai tôi sẽ đi coi phim*

- using simple sentence structures (subject + predicate) to construct affirmative, negative and interrogative sentences, including closed and open-ended questions with *ai, cái gì, gì, nào, ở đâu, thế nào, tại sao*, for example, *Tôi thích ăn cơm. Tôi không thích ăn cháo. Bạn thích ăn cơm không? Bạn thích ăn món gì? Tại sao bạn thích bộ phim này? Bạn thích ca sĩ nào?*
- understanding word order in questions, noticing that question words are placed at the end of sentences in Vietnamese, for example, *Tên em là gì? Nhà em ở đâu?*
- understanding and using a range of Vietnamese comparative and superlative forms, for example, *đẹp, đẹp hơn, đẹp nhất*
- understanding and applying the rules of compound word formation, for example, *trường + học = trường học; học + hành = học hành*, to generate words for enhancing conversations
- understanding the use of appropriate punctuation in writing, for example, full stops, commas and exclamation marks

Examine the structures and language features of a range of short familiar personal texts, including descriptive, informative and imaginative texts, and identify audience and purpose
[Key concepts: text structure, audience, purpose; Key processes: recognising, comparing, analysing]

(ACLVIU014)



- identifying the audience, purpose and structural features of short familiar texts in Vietnamese, such as messages, notes, signs, instructions, personal emails/letters, diary entries/blog posts, advertisements, announcements, recipes, stories, songs and poems
- recognising structural features of familiar personal, informative and imaginative Vietnamese texts, for example, the date on diary entries and letters, titles for stories, and greetings for emails or conversations
- discussing ways in which different grammatical elements are used for different textual purposes, for example, the use of imperatives in a set of instructions (*Đứng lên! Ngồi xuống! Mở tập ra! Nghe và lặp lại!*) in recipes and other procedural texts, time and place markers (*ngày xưa ngày xưa, hôm qua, hôm nay, ngày mai, tuần tới*) in stories, adjectives (*đẹp, tốt, bền, tiện lợi*) in advertisements, and personal pronouns (*ông, bà, tôi, anh, chị, em*) in conversations
- understanding how to create textual cohesion by using linguistic elements such as cohesive devices (*thứ nhất, thứ nhì, trước tiên, kế đến, rồi, sau cùng*) and conjunctions (*và, với, hay, hoặc, vì, nhưng*) to sequence and link ideas
- understanding the use of features of particular text types in simple written, spoken or digital form, such as class signs and rules, birthday invitations, personal profiles, or recipes of favourite foods or drinks

Language variation and change

Elaborations

Recognise some of the common variations in Vietnamese language used in different settings and contexts, for example, at home, at school, at the market or in the bank

[Key concepts: register, context; Key processes: recognising, comparing, analysing]

(ACLVIU015)



- identifying ways in which tone and body language vary in daily interactions according to setting and context, for example, the same sentence may be spoken in a different tone (friendly/unfriendly, respectful/impolite) and body language may change according to the setting (serious/interactive in the classroom, casual/friendly in the playground, relaxed at home/careful in the street)
- recognising and explaining variations in language use, such as tone, gestures, word choice and sentence structure, as they relate to different settings and contexts, for example, interactions between customer and salesperson, doctor and patient, tour guide and tourist
- identifying technical language used in specific contexts, for example, at the market (*giá bao nhiêu, trả giá, mắc, rẻ, giảm giá, hàng tốt/xấu*), or at the doctor's surgery (*bị cảm, ho, nhức đầu, chóng mặt*)
- recognising differences in language use between class presentations and everyday conversations, such as *Xin chào cô và các bạn* versus *Lan nè/Ế Lan, khỏe không?*

Recognise the dynamic nature of the Vietnamese language and how it has changed over time through interaction with other languages and cultures

[Key concepts: dynamism, influence; Key processes: comparing, analysing]

(ACLVIU016)



- recognising that many Vietnamese words are borrowed from other languages such as French, for example, *ba lê* ('ballet'), *cà phê* ('café'), *da-ua* ('yaourt'), *căn-tin* ('cantine') and *gara* ('garage'), and particularly from Chinese, for example, *hoàng thượng/sư phụ*

AA

- identifying and explaining changes in contemporary language practices and social behaviours, for example, using less formal language (such as *chào/thưa* or *chào/kính thưa*) and gestures (such as nodding head or shaking hands instead of bowing head and folding arms) when greeting family members and friends rather than strangers
- recognising and understanding new and borrowed words, phrases and concepts that have been created or incorporated as a result of contact with other cultures, for example, *kimono, koala, sushi, pizza, mì Ý* (pasta), *bánh mì kẹp thịt* (hamburger), *thức ăn nhanh* (fast food)
- recognising the influence of English language and culture on own Vietnamese language use, including writing Vietnamese names in the English way (*Lan Nguyen* instead of *Nguyễn Thanh Lan*); using or mixing English with Vietnamese in daily interactions, such as *Bạn làm homework chưa? Sorry! Thank you.*

Role of language and culture


Elaborations

Identify connections between cultural practices and language use in intercultural exchange, recognising how meaning may be culturally specific

[Key concepts: interdependence, meaning; Key processes: reflecting, comparing, making connections]

(ACLVIU017)



- exploring how language and culture influence each other, for example, understanding the differences between Vietnamese and English name order (*Nguyễn Trúc Lâm* versus *Truc Lam Nguyen*) and its cultural significance identifying gestures, words and phrases with particular cultural significance in Vietnamese, reflecting traditional values such as respect for elderly people, education and social status, for example, folding arms, using both hands to offer something, and saying *dạ, thưa* to show respect
 - recognising that some Vietnamese social behaviours, for example, not saying 'thanks' or 'sorry', and not opening gifts straight away in front of guests, may be misinterpreted by Australians as lack of courtesy
 - examining the influence of Vietnamese culture on gestures, tone and word choices in social interactions, for example, considering how the practice of using family terms such as *chú, bác* to indicate informality when addressing an unrelated person reflects the value of family in Vietnamese culture
 - making connections between language and culture such as vocabulary and expressions related to people, lifestyles, and valuing of the environment, for example, *con rồng cháu tiên; khéo ăn thì no, khéo co thì ấm; trời nắng tốt dưa, trời mưa tốt lúa*
- 
- exploring how politeness is expressed differently in Vietnamese and English, for example, Vietnamese speakers use honorific words such as *dạ/thưa* and different personal pronouns (*ông/bà, cô/chú, anh/chị*), while English speakers use 'thanks', 'sorry' and 'excuse me'

Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Vietnamese to interact with peers and the teacher to exchange personal information (for example, *Em tên Nam. Em mười hai tuổi. Em sinh ở Úc*), describe feelings (for example, *Em vui/hạnh phúc*) and express preferences (for example, *Em thích chơi thể thao. Em thích ăn phở hơn hủ tiếu*). When participating in collaborative activities and classroom routines, they use modelled language to complete transactions, to ask and respond to questions (for example, *Bạn học trường nào? Gia đình tôi có bốn người*), to follow instructions (for example, *Các em hãy chú ý/ chép bài này vào tập!*), to request support and permission (for example, *Xin cô vui lòng lặp lại/giải thích chữ này. Thưa thầy/cô, cho em đi vệ sinh*), and to make arrangements (for example, *Thứ Bảy này mình đi coi phim nha*). When interacting, they use the features of the sound system, including tones, to pronounce words and expressions, and form affirmative (for example, *Em ăn cơm*), negative (for example, *Em không ăn cơm*), interrogative (for example, *Em ăn cơm không?*) and imperative (for example, *Ăn cơm đi!*) sentences. Students locate specific information in a range of texts and present information and ideas related to personal, social and natural worlds in spoken, written and digital forms using modelled language structures. They share their responses to a range of imaginative texts by identifying and describing key elements and expressing opinions. They create or adapt familiar imaginative texts for a range of audiences, using common adverbs of sequence such as *trước hết, kế đến* and *sau cùng* to organise and link ideas. They use personal pronouns (for example, *tôi, bạn, em, con, anh, chị, cô, ông, bà*), nouns (for example, *bạn, học sinh, thầy giáo, cô giáo, cha mẹ, cái bàn, cây viết, con chó, trái cam*), adjectives (for example, *già, trẻ, lớn, nhỏ, tốt, hiền, thông minh, chăm chỉ*), verbs (for example, *ăn, uống, ngủ, nói, đọc, học, chạy, đi bộ*), adverbs (for example, *hay, giỏi, nhanh, chậm*) and conjunctions (for example, *và, hay, vì, nhưng*). They apply rules of the Vietnamese writing system to spell familiar words, including tone markers. They translate and interpret short texts, identifying words that are not easily translated, such as *cúng, bánh chưng/bánh tét*, and create bilingual texts to support their own learning and for the school community. They compare ways of communicating in Vietnamese and English and explain how their own biography influences their cultural identity and ways of communicating.

Students identify the tones of spoken and written Vietnamese. They identify Vietnamese sound–letter relationships, the formation of consonants clusters (for example, *ch, nh, th, tr, ph*), diphthongs (for example, *ai, ao, au*), triphthongs (for example, *oai, uoi*), and vowel–consonant combinations such as *an, am, ac, at*. They compare the structural and language features of Vietnamese and English in personal, informative and imaginative texts, identifying audience and purpose. They describe how language use varies according to setting and context. Students provide examples of how the Vietnamese language has changed over time, identifying Vietnamese words that have emerged through contact with other languages, for example, *cà rốt, cà phê, căn-tin*. They identify cultural practices that are embedded in language use and communication styles, such as use of the terms *dạ/thưa* to express politeness and respect.

Years 9 and 10

The nature of the learners

Learners increasingly communicate in Vietnamese in everyday interactions and in domains that are beyond the home. They continue to be immersed in Vietnamese language and culture, making connections and comparisons with other languages and cultures. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They begin to consider their role as bilingual, intercultural communicators in the Australian context. They are considering future pathways and prospects, including how Vietnamese may feature in these.

Vietnamese language learning and use

This is a period of language exploration, vocabulary expansion, and experimentation with different modes of communication. Learners use Vietnamese to communicate and interact, to access and exchange information, to express feelings and opinions, and to participate in imaginative and creative experiences. There is a balance between activities that focus on language forms and structures and those that emphasise communicative tasks and performance. Learners recognise that moving between Vietnamese and English involves interpretation and personal response as well as literal translation and factual reporting. Task characteristics and conditions at this level are more complex and challenging, providing opportunities for collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Students discuss the relationship between language, culture and identity, exploring in more depth the concept of being bilingual and bicultural.

Contexts of interaction

Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts beyond the home. Contexts of interaction in Vietnamese move beyond the immediate world of teenage experience to more active participation in events or celebrations at home (*Sinh nhật con ba mẹ làm BBQ ở vườn sau đi. Con sẽ giúp mẹ nấu nướng và dọn dẹp*) or transactions with people in the local community (*Cô có thể giảm giá cho học sinh không? Làm ơn cho tôi đổi lại số lớn hơn*). Learners participate in discussions and presentations on topics of interest and about life experiences in different contexts and cultures. They view and/or listen to advertisements, announcements, conversations, television programs, documentaries, music performances and films to further explore Vietnamese language and culture. Additional opportunities for interaction are provided by purposeful and integrated use of information and communications technologies (ICT), for example, videoconferencing and e-learning.

Texts and resources

Learners read, view and interact with a broad range of texts and resources specifically designed for learning Vietnamese in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Vietnamese-speaking communities, such as films, literature, websites and magazines. They use a range of dictionaries and translation methods to support comprehension, build vocabulary and elaborate on ideas.

Features of Vietnamese language use

Learners apply appropriate pronunciation of sounds and tones, as well as rhythm and intonation, to a range of spoken texts. They use vocabulary with more complex syllable combinations and become more fluent and accurate in both spoken and written language production. They gain greater control of grammatical elements such as word order, sentence structures and punctuation. They use cohesive devices such as conjunctions (*và, hay/hoặc, tuy...nhưng, nếu...thì, vì...cho nên*), verbs to express modality (*nên, cần, phải*), direct and indirect speech (*Ba mẹ nói với tôi: ‘Con nên chăm học’. Ba mẹ bảo tôi nên chăm học*), abstract vocabulary (*tình thương, sở thích, nỗi buồn, niềm vui, hạnh phúc*) and common idioms (*xa mặt cách lòng, tiền rừng bạc biển, có chí thì nên*) to communicate, link and extend ideas and information. They analyse text more critically, identifying how language choices reflect perspectives and meaning in a range of texts, and developing their understanding of the relationship between context, purpose and audience. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, popular culture, migration and globalisation influence forms of communication. They explore the reciprocal nature of intercultural communication: how moving between Vietnamese and English affects their ways of thinking and behaving, and how successful communication requires flexibility, awareness and openness to alternative ways. They consider their own cultural practices from a bilingual perspective and communicate in interculturally appropriate ways.

Level of support

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. A range of resources is provided and processes modelled for the development of more autonomous self-monitoring and reflecting strategies, such as online journaling, video documenting and discussion forums. Continued focused attention to grammatical and textual features supports learners in the production of texts.

The role of English

The classroom is increasingly characterised by bilinguality, with Vietnamese being the principal language of communication. Vietnamese and English continues to be used as the medium for substantive discussion, comparison, analysis and reflection, although learners at this level are able to discuss some abstract and complex views and ideas about language, culture and intercultural experience in Vietnamese. Learners explore the influence of both Vietnamese and English on their way of communicating, and examine how living and moving between cultures has impacted on their own bilingual identity.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Initiate and sustain face-to-face and online interactions with peers and adults to share personal opinions, and compare ideas and experiences on familiar topics such as friendship, leisure activities, teenage life and special events

[Key concepts: experience, relationships; Key processes: interacting, expressing, sharing]

(ACLVIC018)



- asking and responding to questions to share and discuss opinions on familiar topics such as friendship, leisure activities, teenage life and special events, for example, *Bạn thấy ngày hội thể thao ở trường mình năm nay thế nào? Tốt lắm, năm nay các bạn thi đấu tốt hơn năm rồi. Bạn thích nghe loại nhạc nào? Tôi thích nghe nhạc trẻ*
- using strategies to sustain actual and virtual conversations by further exploring peers' perspectives on topics of discussion, for example, *Bạn thấy phim này hay như thế nào? Tại sao bạn thích ca sĩ Đức Tuấn? Còn có lý do nào khác không?*, developing a shared view to enhance understanding or to confirm own opinions, for example, *Có bạn thì thích đi ra ngoài chơi, có bạn thì thích ở nhà coi phim. Các bạn khác thì thích phim hành động, còn tôi thì thích phim tình cảm*, and elaborating on own ideas, for example, *Tôi thích phim này vì nội dung thú vị, cảnh đẹp, diễn viên đẹp và đóng hay*
- describing and comparing personal experiences, for example, *Đường phố ở Singapore rất sạch sẽ và đẹp. Tôi thích đi Mỹ vì ở đó có nhiều hàng hóa đẹp và rẻ. Cuối năm rồi gia đình tôi đi Nhật chơi nhưng mà lạnh quá, không đi ra ngoài nhiều được.* or, *của, hoa đào nở khắp nơi đẹp lắm*
- comparing and discussing with others their future plans and aspirations, and their personality, including strengths and weaknesses, for example, *Tôi muốn học đại học, còn bạn thì sao? Tôi muốn trở thành giáo viên. Bạn thấy tôi có thích hợp với nghề dạy học không? Còn bạn thích làm nghề gì? Tính tình tôi vui vẻ nhưng hay nói thẳng nên cũng dễ làm bạn bè giận. Ước gì tôi cũng thông minh và siêng năng như bạn*

Participate in planning and decision making for social and cultural events, negotiating options, explaining, justifying, solving problems and completing transactions

[Key concepts: collaboration, decisions; Key processes: transacting, negotiating, explaining, justifying]

(ACLVIC019)



- participating in collaborative planning and decision making to organise actions and events such as group research, class excursions, school performances or social events, and negotiating options to reach agreement, for example, *Lớp mình muốn đi tham quan viện bảo tàng hay sở thú? Chúng mình nên tham gia biểu diễn văn nghệ cho trường bằng cách hát hay múa? múa quạt hay múa nón? mặc áo dài hay áo bà ba? Bài hát này chậm quá, mình nên đổi qua bài hát 'Mừng Xuân' nghe vui hơn*
- raising an issue relating to the organisation of an event, such as not having enough space or doing too much cooking for parties at home, and negotiating a solution such as having a barbecue in the backyard, for example, *Sao mẹ không làm sinh nhật cho ba ở nhà? Mẹ sợ nhà mình chật chội và mẹ không có thời gian nấu nướng. Vậy thì mẹ làm BBQ ở vườn sau đi, vừa có chỗ rộng rãi, vừa đỡ mất công nấu nhiều món*
- making transactions in authentic, simulated or online situations, such as purchasing clothing items or electronic devices or selecting electrical appliances with regard to energy efficiency, using rehearsed language for persuading, negotiating, bargaining, exchanging or returning goods, for example, *Có thể giảm giá không? Tôi lỡ làm mất biên nhận rồi, có thể trả lại đồ được không? Tôi không thích màu đen, cô làm ơn đổi lại cái iPad màu trắng cho tôi*
- participating in virtual scenarios related to travelling to Vietnam, such as booking, changing or confirming a flight, booking tours or accommodation, or exchanging currency, for example, *Mỗi tuần có mấy chuyến bay đi Việt Nam? Tôi muốn đặt vé đi Việt Nam ngày 20 tháng 12. Xin hỏi tôi cần đặt cọc trước bao nhiêu tiền? Khi nào thì cần trả hết tiền? Khách sạn Quê Hương đây, xin hỏi quý khách cần gì ạ? Gia đình tôi muốn đặt hai phòng đôi cho bốn người, từ ngày 20 đến 27 tháng 12. Một trăm đô Úc đổi được bao nhiêu tiền Việt Nam?*

Contribute to shared learning experiences and structured discussions relating to the learning of Vietnamese language and culture, clarifying understanding, elaborating on opinions, and expressing agreement or disagreement

[Key concepts: task, performance; Key processes: discussing, commenting, sharing]

(ACLVIC020)



- asking and responding to open-ended questions about learning activities or strategies, for example, *Bài làm về nhà cho môn tiếng Việt là gì vậy? Cô giáo dặn mình phải đọc và trả lời câu hỏi cho bài Tết Trung Thu. Mình phải làm sao để phân biệt được các dấu trong tiếng Việt? Thì bạn phải rằng tập nghe, tập đọc và tập viết cho nhiều*
- using appropriate discussion protocols such as inviting others to contribute to discussions or provide feedback on own ideas, respecting others' opinions, and providing evidence to contradict, challenge or rebut alternative views in a polite manner if necessary, for example, *Bạn nghĩ sao? Các bạn có đồng ý với mình không? Bạn thấy mình trả lời như vậy được chưa? Cảm ơn bạn đã góp ý cho mình. Bạn nói đúng lắm. Bạn giải thích rõ ràng và hợp lý lắm. Bạn nói có lý nhưng tôi nghĩ rằng... Hay là mình thử làm thế này/cách khác xem sao?*
- corresponding with peers via an educational social network, using reflective and evaluative language to reflect on aspects of the Vietnamese culture and their Vietnamese language learning, for example, *Người Việt coi trọng gia đình và giáo dục, nhờ vậy mà trẻ em Việt Nam rất ngoan ngoãn và chăm học. Tôi thấy học tiếng Việt khó nhất là làm sao phân biệt các dấu. Nhờ ba mẹ bắt tôi phải nói tiếng Việt với gia đình từ nhỏ nên bây giờ tôi mới giỏi tiếng Việt*

Informing

Elaborations

Compare, evaluate and use information and ideas from diverse print, visual, digital and online sources representing different perspectives related to common areas of interest and study

[Key concepts: diverse perspectives, representation; Key processes: analysing, evaluating, comparing]

(ACLVIC021)



- summarising, comparing and evaluating information obtained from a range of sources for a research project, for example, information about Vietnam from a cookbook, a tourism website and a documentary such as *Anh Do in Vietnam*, *Luke Nguyen in Vietnam* or *Hành Trình Xuyên Việt*, discussing similarities and differences in the information obtained and justifying the choice of information based on accuracy and validity



- researching young people's lifestyles across Vietnamese-speaking communities, comparing information from different cultural contexts to identify the impact of such factors as climate, customs, transport, economy or globalisation, for example, the influence of Korean pop culture on Vietnamese teenagers' fashion and hairstyles, and their tastes in food, music and movies





- differentiating between facts and opinions in texts such as reports and articles or letters to the editor, recognising how certain expressions provide clues to writers' attitudes, for example, *thảo nào, tôi không thể tin rằng, không ai lại làm thế, thật vậy sao*
 - compiling (through class surveys and other research) and comparing a range of perspectives on teenage interests and social or cultural issues, such as attitudes to sport, tutoring, technology advance, cultural practices such as *tết Trung thu*, or traditional values such as *lòng hiếu thảo*, comparing perspectives and explaining possible reasons for differences
 - discussing similarities and differences in attitudes/views of speakers or writers, and comparing and connecting them to own and others' experiences to form personal perspectives on the issues discussed
 - collecting common Vietnamese idioms, proverbs and *ca dao* and grouping them according to themes or topics, such as customs, morality, family, friendship or relationships
-

Convey information and opinions on a variety of selected topics using diverse modes of presentation to suit specific audiences and purposes, and applying conventions of text types

[Key concepts: representation, audience, purpose; Key processes: informing, selecting]

(ACLVIC022)



- expressing opinions on an event or performance, such as a cultural celebration (*lễ Vu lan, tết Trung thu, hội chợ Tết*) or a Vietnamese concert, using different forms to record own views, for example, a diary entry or a letter to the editor
 - constructing texts in multimodal and digital forms to present information for particular audiences, aligning language choice and text structure to purpose and topics, for example, announcing an event, promoting a product or service, explaining a recycling system, reporting on a favourite band or song, or creating a virtual tour to introduce the school to Year 7 parents and students
 - conveying information and different perspectives on topics of interest such as peer pressure, the impact of technology, or a health or sustainability issue
- 
- conveying information to a Vietnamese audience to describe aspects of Australian environment and culture such as famous scenery and landmarks, celebrations, cuisine, or Aboriginal and Torres Strait Islander peoples' histories and cultures
- 
- developing a glossary of key vocabulary and expressions used in informative and persuasive texts, for example, *đặc điểm, chất lượng cao, nội dung phong phú, hình thức trình bày, tiện lợi, giá rẻ không ngờ!, Hãy nhanh chân lên!, Bạn có phải là người năng động, thích thể thao/yêu thiên nhiên/say mê khoa học kỹ thuật không?*

Creating

Elaborations

Respond to a range of traditional and contemporary forms of art and entertainment, and imaginative and creative texts, including digital texts, describing and discussing themes, values, plot and representations of characters and events, and expressing preferences

[Key concepts: morality, characterisation, themes; Key processes: responding, expressing preference, discussing]

(ACLVIC023)



- recognising and discussing different forms of Vietnamese art and entertainment, such as painting, photography, (water) puppetry, dance, music, theatre, television and cinema
- comparing traditional and contemporary Vietnamese art and entertainment, for example, comparing *tranh dân gian Đông Hồ* with *tranh sơn dầu*, *dân ca* with *nhạc trẻ*, *kịch* with *phim*, or *trò chơi dân gian* with *trò chơi điện tử*, to identify how social and cultural practices may have changed or been maintained over time, for example, wedding ceremonies or birthday/New Year celebrations
- listening to, viewing or reading texts such as novels, memoirs, songs, films and performances, discussing the main characters and events, and the key messages and beliefs, and examining how language is used to help reveal the characters' attitudes or views
- responding to events and characters in imaginative texts by, for example, writing a diary entry or blog reflecting on an event in a story or film, or conducting an imaginary interview with a character in a story or film
- describing key messages, values and beliefs in traditional texts in Vietnamese, such as legends, fables, folk tales or humorous stories, and comparing these with similar texts in English, for example, comparing the Vietnamese folk tale *Tấm Cám* with the English version *Cinderella*, and discussing the reasons behind similar and different moral values, practices and beliefs
- discussing with peers how social context and cultural values influence a writer's representation of issues and topics, for example, how the author's background or concept of filial piety shapes the characters' reactions and decisions in regard to their relationships, making connections with personal experiences

Create imaginative texts in multimodal and digital forms that draw on past experiences or future possibilities, for a range of purposes, such as self-expression or engagement, and for a range of audiences

[Key concepts: journey, adventure, emotion; Key processes: imagining, sequencing, entertaining]

(ACLVIC024)



- illustrating and captioning imaginative stories in different formats, such as cartoons, photo stories, or video clips of own role-plays or acting, and using descriptive and emotive language to engage the audience, for example, *tuyệt vời, nhân từ, hiền lành, duyên dáng; buồn, vui, thú vị, nhàm chán*
 - creating new aspects of a text, such as a new character or setting or an alternative ending, or adapting characters, events and endings to new settings and contexts
 - creating and performing a short play or recording a video clip to reflect on a situation at home or school or while on holidays, such as good/bad days at home, embarrassing/interesting holiday experiences, or achievements/activities/discipline cases at school
 - composing and presenting a range of texts, such as stories, role-plays or video clips, about future possibilities, for example, a new species, space travel, a superhero in 2030, or a future scenario for a sustainable community, locating them in time, place and circumstances
- ✿
- creating a range of texts to entertain particular audiences, for example, songs, skits, cartoons, video clips, graphic stories and children's books for young Vietnamese learners

Translating

Elaborations

Translate and interpret texts from Vietnamese into English and vice versa, compare different versions of translations, explore differences and identify strategies to overcome challenges in translation

[Key concepts: culture, translation, interpretation; Key processes: analysing, considering, comparing]

(ACLVIC025)



- explaining the terms used to describe common features of schooling in Vietnam, for example, terms related to the curriculum or to assessment and reporting, such as *chương trình*, *sách giáo khoa*, *bài kiểm tra*, *học bạ*, *bằng cấp*, and comparing these with similar terms used for Australian schooling
- translating simple school documents into Vietnamese, considering language choices and cultural expressions to suit a particular audience, such as Vietnamese parents
- translating and interpreting short texts, such as announcements, advertisements, articles, reports, or extracts from stories or films, considering audience and context, and reflecting on how cultural elements are encoded in common words and expressions, for example, use of family terms, titles, and terms of address such as *anh*, *chị*, *cô*, *chú*, *tôi* and *em*
- interpreting and translating a range of texts from English into Vietnamese and vice versa, using and evaluating translation resources such as web-based translation tools and print and digital dictionaries
- comparing and discussing various translations (including print and electronic translations, own and peers' translation work) of common words, phrases, expressions and texts, explaining the reasons for possible differences and similarities, selecting the most appropriate version and negotiating any necessary adjustment
- identifying and applying translation strategies used in bilingual texts to manage the translation of difficult words and concepts or instances of non-equivalence, for example, expanding descriptions or explanations, providing examples to assist meaning, or connecting to context to identify the appropriate meaning if a word can have different meanings or interpretations, for example, *cà phê đậm* ('strong coffee') but *người khỏe mạnh* ('a strong person'); *thời tiết nóng nực* ('hot weather'), *vấn đề gây tranh cãi* ('a hot issue') and *khu vực nguy hiểm* ('a hot zone')
- examining and interpreting idiomatic expressions, for example, *để bọc điều*, *có chí thì nên*, *dạy con từ thuở còn thơ*, including expressions that cannot be translated literally and culturally specific terms such as *chữ hiếu*, *tôn sư trọng đạo*, and discussing possible equivalent terms in English

Produce bilingual resources in multimodal and digital forms for the school and local community, such as travel brochures, comics, blogs or video clips, considering the role of culture when transferring meaning from one language to another
[Key concepts: bilingualism, culture, translation, interpretation; Key processes: comparing, explaining]

(ACLVIC026)



- creating tourist brochures or itineraries for young Australian travellers to Vietnam, supplying key words, phrases and information about cultural behaviours, for example, *Bao nhiêu tiền? Xin cho biết phòng vệ sinh ở đâu. Làm ơn chở tôi đến nhà hàng/khách sạn/phi trường, xin lỗi, cảm ơn, đừng ôm hôn khi chào*
- creating a glossary that includes culture-specific terms or expressions in Vietnamese and explanations in English, for example, *tết Nguyên đán, tết Trung thu, lễ Vu lan, rằm tháng Giêng, chúc mừng năm mới, trăm năm hạnh phúc*
- producing a booklet of Vietnamese idioms and proverbs with equivalent expressions in English, for example, *xa mặt cách lòng* ('Out of sight, out of mind'), *có chí thì nên* ('Where there's a will there's a way'), *Một giọt máu đào hơn ao nước lã* ('Blood is thicker than water')
- composing bilingual texts for specific audiences and purposes, for example, a Big Book or game for young Vietnamese learners, invitations to a class/social event or posters for a performance, a program for a cultural event, or a brochure about the school for a visiting group of exchange students, recognising that meanings need to be tailored to audience, purpose and cultural perspectives

Reflecting

Elaborations

Reflect on own ways of communicating in Vietnamese and English, recognising that intercultural communication involves shared responsibility for meaning-making

[Key concepts: intercultural awareness, values; Key processes: reflecting, adjusting]

(ACLVIC027)



- comparing appropriate ways of communicating in Vietnamese and non-Vietnamese contexts, for example, using different forms of address such as addressing a teacher by their first name in Vietnamese but by their family name in English (*Thầy Tùng*/Mr Nguyen), or different ways of showing politeness, and discussing why each way is appropriate in the right context, and how they enhance intercultural communication
 - reflecting on own language choices and communicative gestures in different cultural contexts, considering how ways of behaving and communicating might be perceived by people from different backgrounds, and making necessary adjustments to establish, maintain and improve relationships with immediate contacts such as family, teacher and peers, for example, addressing extended family members by their order within the family rather than by their name (*chú ba, cô hai, bác tư* versus 'Uncle John', 'Aunt Lucy')
 - discussing reasons for different interpretations of meaning in intercultural exchanges, for example, knowing that to avoid offence Vietnamese people may give an indirect answer to a question or request whereas Australians prefer to say what they really think or mean
 - exploring the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings and behaviours, for example, degrees of formality and politeness, and use of personal space and physical contact
 - identifying moments of embarrassment or communication breakdown in own intercultural interactions, exploring reasons for these and suggesting adjustments to language and/or behaviours that could be made to enhance mutual understanding
 - discussing elements of successful intercultural communication, for example, flexibility, attitudes to privacy or different levels of directness in discussions, and awareness of differences in cultural values and religious practices (such as filial piety, respect for elderly people and education)
-

Reflect on own sense of identity as a Vietnamese and English speaker, and discuss ways in which identity is expressed in intercultural communication

[Key concepts: identity, culture, intercultural interaction; Key processes: recognising, explaining, evaluating]

(ACLVIC028)



- discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as 'Vietnamese' or 'Vietnamese Australian'



- reflecting on the role of language in expressing identity, considering when, with whom and why they use different languages and whether their own identity changes when they use different languages
- observing how they communicate with one another, their teachers and families, noticing if there are any changes in the way they see themselves in different contexts, for example, *Khi nói chuyện với gia đình tôi cảm thấy mình là người Việt nhưng khi nói chuyện với bạn bè tôi lại cảm thấy mình là người Úc*
- reflecting on choices made to present self to others in particular ways when interacting across cultures, noticing differences in the way they communicate, think and behave in different contexts

Understanding

Systems of language

Elaborations

Apply knowledge of sounds, tones and spelling to spoken and written Vietnamese, inferring the meaning of unfamiliar words encountered in a range of contexts, and explore intonation patterns and pauses in a range of sentences

[Key concepts: inference, connections; Key processes: applying, inferring]

(ACLVIU029)



- applying Vietnamese phonic and spelling knowledge to pronounce and infer spelling of unfamiliar words, for example, words containing consonant clusters *kh, ng, ngh, nh*, diphthongs and triphthongs such as *ôi, ơ, oe, oai, ươi, ương, uyên*, or new words encountered in interactions and texts in Vietnamese, for example, determining the spelling of the unfamiliar word *người* from that of the known word *mười*
- understanding and applying Vietnamese spelling and pronunciation with increasing accuracy in own speech and writing
- recognising the differences in intonation between statements (*Con không đi chơi đâu.*), questions (*Con không đi chơi đâu à?*) and exclamations (*Con không đi chơi đâu!*)
- recognising and using appropriate rhythm in complex sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, *Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi*
- comparing own Vietnamese speech with standard Vietnamese pronunciation and making adjustments to their pronunciation of certain sounds or tones as necessary
- recognising regional variations in pronunciation (from different regions such as the North, the Central and the South), for example, different ways of pronouncing *dấu hỏi* and *dấu ngã*, *s* and *x*, *ch* as *tr*, *v/gi* and *d*, and final consonants such as *-t* and *-c* (*khuôn mặt* and *mặc áo*), and developing strategies to understand meaning when listening to diverse regional Vietnamese accents, for example, inferring meaning from the context of communication



- understanding that spelling follows standardised rules even though there are variations in Vietnamese pronunciation across different regions of Vietnam

Expand grammatical and vocabulary knowledge to communicate, link and extend ideas, for example, using cohesive devices such as conjunctions, verbs to express modality, direct/indirect speech, abstract vocabulary and common Vietnamese idioms

[Key concept: grammatical systems; Key processes: experimenting, applying]

(ACLVIU030)



- knowing how to use alternatives for negative (*chưa, không, chẳng, đâu có*) and imperative (*chớ, đừng*) sentences in Vietnamese, for example, *Em không/chẳng ăn đâu. Chớ/đừng nói chuyện trong lớp!*
- differentiating interrogative forms with tag questions and knowing how to use them according to context, for example, *Em thích ăn cơm chiên không?* (a yes/no question to discover whether the other person likes fried rice) and *Em thích ăn cơm chiên phải không?* (a tag question to confirm that the other person likes fried rice)
- recognising differences in Vietnamese and English responses to negative tag questions to avoid misinterpretation, for example, in Vietnamese the response to the question *Em chưa làm bài tập về nhà phải không?* ('You haven't done your homework, have you?') would be *Dạ phải. Em chưa làm* ('YES, I haven't'), while in English it would be 'NO, I haven't'
- recognising the purpose and effect of exclamatory sentences as opposed to statements, for example, the statement *Hôm nay Lan đi học sớm* simply states the fact that Lan came to school early today, while the exclamatory sentence *Hôm nay Lan đi học sớm (thế)!* may suggest surprise or irony
- using a range of sentence types, such as interrogative, affirmative, negative and imperative forms, for different purposes, such as formulating questions, agreeing with or making statements, expressing dislikes, and making polite requests, for example, *Bạn thích đọc sách hay xem phim hơn? Tôi thích xem phim hơn đọc sách. Tôi không thích trời mưa. Làm ơn nói nhỏ lại*
- understanding the use of *được* and *bị* in Vietnamese for positive and negative meaning, for example, *Em được điểm tốt. Em được thầy cô khen. Em bị bệnh. Em bị ba mẹ la*
- understanding and using Vietnamese verbs such as *nên, cần* and *phải* to express modality, for example, *Các em nên chăm học. Chúng ta cần bảo tồn văn hóa Việt Nam ở hải ngoại. Học sinh phải mặc đồng phục khi đi học*
- using direct and indirect speech to report on ideas, opinions, actions and events, for example, *Ba mẹ nói với tôi: 'Con nên chăm học.'* and *Ba mẹ bảo tôi nên chăm học*
- using a range of cohesive devices, such as *thứ nhất, thứ nhì, trước hết, kể đến, rồi, sau cùng, ngoài ra, hơn nữa, tuy nhiên, bên cạnh đó*, to sequence, add or connect ideas in texts
- connecting and contrasting ideas, events and actions by using conjunctions to emphasise contrast or cause and effect, such as *tuy ... nhưng, nếu ... thì* and *vì ... (cho) nên*, for example, *Tuy không giàu có nhưng gia đình tôi rất hạnh phúc. Nếu chăm học thì chúng ta sẽ mau tiến bộ.*
- understanding conjunctions such as *càng ... càng, vừa ... vừa ...*, *chẳng những ... mà còn* and *không ... mà cũng không*, and using them as appropriate to context and purpose, for example, *Càng học em càng hiểu biết*

nhiều hơn. Học sinh Việt Nam vừa thông minh vừa chăm chỉ. Em chẳng những biết nói mà còn biết viết tiếng Việt nữa.

- using a range of expressions for indefinite quantities, for example, *hàng ngàn, triệu triệu, vô số, hàng hà sa số, biết bao nhiêu là ...*
- expanding vocabulary knowledge to include a range of common nouns, adjectives and verbs for everyday interactions at home and school, on topics such as friendship (*Bạn tốt thì luôn sẵn sàng giúp đỡ lẫn nhau*), leisure activities (*Tôi đã có dịp thưởng thức một buổi hòa nhạc rất thú vị*), teenage life (*Giới trẻ ngày nay giỏi khoa học kỹ thuật hơn thế hệ trước*) and special events (*Năm nào tôi cũng đi hội chợ Tết để tìm hiểu thêm về văn hóa Việt Nam*)
- recognising the features of alliteration in Vietnamese, for example, *vui vẻ, mát mẻ, lạnh lợi, thân thiện, lạnh lùng, tử tế*, and using them in own spoken and written texts, for example, *Mùa thu thời tiết mát mẻ, dễ chịu. Thầy/Cô giáo tiếng Việt của em rất thân thiện và vui vẻ với học sinh. Anh ta trông có vẻ lạnh lùng nhưng thật ra rất tử tế*
- understanding Vietnamese onomatopoeic words, such as *ầm ầm, ào ào, rào rào, rì rào, róc rách, tí tách, đì đùng*, and using them in own spoken and written texts, for example, *thác đổ ầm ầm, mưa rơi tí tách, gió thổi rì rào, suối chảy róc rách, pháo nổ đì đùng*
- exploring the meaning of Sino-Vietnamese words and providing their equivalents in modern Vietnamese, for example, *tổ quốc = đất nước, phụ nữ = đàn bà, huynh đệ = anh em, phi trường = sân bay*



- using adjectives and verbs to express and convey emotions and attitudes, for example, *vui mừng, hạnh phúc, tự hào, hãnh diện, hồ thẹn, thú vị, buồn chán; thích, thương, kính phục, ghét, coi thường, đồng ý, ủng hộ, tán thành, phản đối*
- using evaluative language to express perspectives, for example, *hấp dẫn, thú vị, nhàm chán, tiện lợi, hữu ích, biện pháp thực tế/thiết thực*
- inferring the rules of forming abstract nouns from adjectives and verbs used to express attitudes, feelings and emotions by exploring various examples of abstract nouns such as *tình thương, sở thích, niềm vui, hạnh phúc, nỗi buồn/khổ*

Analyse the relationship between context, purpose and audience, language features and cultural elements associated with different types of texts in actual or online contexts

[Key concepts: register, text organisation, purpose, audience, culture; Key processes: analysing, explaining, applying]

(ACLVIU031)



- exploring different samples of particular types of texts, such as recounts, reports and advertisements, and analysing the relationships between audience, purpose, context and language features to predict the meaning of unfamiliar vocabulary
- exploring the ways in which content is developed in different types of texts, and how ideas and information are sequenced, for example, headings, paragraphing, topic sentences, elaborations, and topic/idea shifts
- identifying and comparing language features of different text types, for example, the use of first person (*minh/tôi*), descriptive (*trẻ trung/xinh đẹp/thông minh/hiền lành/dịu dàng*) and emotive language (*buồn bã/hoang mang/vui mừng/hạnh phúc*) in personal recounts and diary entries
- recognising linguistic choices made according to the text's intended audience and degree of formality, for example, changing personal pronouns or tone to indicate changes in relationship between participants or degree of (in)formality
- analysing how language choices help achieve particular purposes and effects, for example, descriptive language to promote a product, evaluative language to reflect on an experience or to review a literary work, persuasive language to influence audience, or humorous techniques to entertain
- understanding the use of text conventions such as culturally appropriate salutations and forms of address (depending on relationship or social status) in specific text types such as letters, speeches or interviews, for example, *kính thưa/thưa/thân mến/thương mến/kính chào/chào*
- understanding that texts have different purposes (to persuade, to entertain), different audiences (children, adolescents, Vietnamese or Australian people) and different structures and formats (diary entry, blog post, formal letter, interview, report, speech)

Language variation and change

Elaborations

Identify and analyse linguistic features of Vietnamese that vary according to purpose and relationships

[Key concepts: variation, style, register; Key processes: analysing, comparing, explaining]

(ACLVIU032)



- recognising how language use, such as level of politeness, reflects the relationship between participants and the purpose of the speaker or writer, for example, close friends tend to use informal language (*tao, mày*) while new acquaintances use more formal language (*tôi, bạn*)
- identifying and analysing variations in language use, such as choice of vocabulary and structures, between diverse participants (for example, older people and teenagers, males and females, educated and uneducated people) in a range of different interactions
- recognising and explaining changes in purpose, attitude or relationship that are revealed through variations in language use such as tone or communicative practices, for example, parents addressing children as *con*, *con cưng*, *con yêu quý* during harmonious times together but as *mày* during times of conflict
- analysing how a writer or speaker may vary tone to create different effects on an audience, for example, *Mẹ không được xem lên nhật ký của con!* versus *Mẹ không nên xem lên nhật ký của con như vậy*, or *Sao con dám nói chuyện với ba mẹ như vậy?* versus *Sao con có thể nói chuyện với ba mẹ như vậy?*
- comparing and discussing language use in a range of blogs, interviews or transcripts of speeches to determine the target age, gender, social status or educational level of the audience
- recognising variations in language use in traditional and contemporary Vietnamese entertainment and texts (*kịch, cải lương, truyện cổ tích* versus *phim, thơ, truyện ngắn*), including vocabulary, structures, modes of expression and cultural elements

Understand how the Vietnamese language has evolved and how it continues to change over time and from place to place due to processes such as globalisation and migration, and the influence of technology and popular culture

[Key concepts: impact, power, globalisation; Key processes: analysing, evaluating]

(ACLVIU033)



- understanding that languages and cultures change continuously in response to new ideas, social change and technological development
- explaining Vietnamese words, phrases and concepts that have emerged as a result of technological development, for example, *máy vi tính xách tay, nhấp chuột, điện thoại thông minh, nhật ký điện tử, đồ điều khiển từ xa, trò chơi trực tuyến*
- exploring how globalisation has resulted in the use of English words and expressions in Vietnamese, and discussing the advantages/disadvantages of this influence, for example, the use of English technological terms such as 'CD', 'DVD', 'USB', 'video', 'TV', 'remote control', 'computer', 'laptop', 'internet' and 'website' in spite of the existence of Vietnamese equivalents
- examining how new words and concepts have entered the Vietnamese language as a result of processes such as migration and international travel, for example, *bảo lãnh, hộ chiếu, thị thực nhập cảnh, di dân, định cư, hội nhập, quốc tịch, thường trú nhân*
- analysing the influence of popular culture on Vietnamese language use in Vietnam and in Vietnamese-speaking communities outside Vietnam, including Australia, such as the development of new vocabulary, for example, *phong cách/thời trang Hàn quốc, truyện tranh Nhật Bản, nhạc RIB/hiphop*



Role of language and culture

Explore how language and culture are interrelated and how they shape and are shaped by each other

[Key concept: interrelationship; Key processes: exploring, critical thinking, evaluating]

(ACLVIU035)



Elaborations

- exploring how cultural concepts such as respect for the elderly and for authority influence Vietnamese language use, for example, not directly expressing disagreement when interacting with elderly people (*Bạn nói không sai nhưng mà ...*, *Con cũng thích cái áo này nhưng mà ...*), and addressing important people by their positions rather than their first names (*thưa hiệu trưởng/giám đốc*)
- examining Vietnamese idioms (*thành ngữ*) and proverbs (*tục ngữ*) and recognising words that reflect both literal and figurative cultural understandings, for example, *Lá lành đùm lá rách*; *Gần mực thì đen, gần đèn thì rạng/sáng*
- explaining cultural references in Vietnamese texts, including multimodal and digital texts, for example, *mừng tuổi, xông đất, trầu cau*
- exploring how learning and using Vietnamese has impacted on own view of Vietnamese culture and other cultures, including the role of culture in respecting and sustaining environments



Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Vietnamese to initiate and sustain interactions with teachers, peers and adults in familiar contexts, for example, *Bạn thích nghe loại nhạc nào? Tôi thích nghe nhạc trẻ. Bạn thích ca sĩ và bài hát nào nhất? Tại sao? Tôi thích ca sĩ Lynda Miles vì cô ấy hát hay và nhảy đẹp. Bài hát tôi thích nhất là My Best Moments vì nó giúp tôi thấy vui vẻ và yêu đời.* They use modelled and spontaneous language to engage in discussions, seek clarification, offer opinions, compare experiences related to familiar topics (for example, *Học tiếng Việt có nhiều lợi ích lắm. Tôi thích đi du lịch ở ngoại quốc hơn là ở trong nước. Đồ ăn ở Việt Nam tươi và ngon nhưng không sạch sẽ bằng ở Úc*), and express agreement or disagreement (for example, *Bạn nói đúng lắm/Tôi cũng nghĩ vậy. Xin lỗi, tôi không nghĩ vậy/tôi có ý kiến khác với bạn*). They interact with others to carry out transactions and to plan and organise social or cultural events by negotiating options, and explaining and justifying opinions, for example, *Bạn muốn tổ chức sinh nhật ở nhà hay ở trường? Chúng mình nên tham gia gây quỹ để cứu trợ nạn nhân bão lụt.* They apply appropriate pronunciation in spoken Vietnamese, including intonation patterns, tones and pauses. Students analyse information and ideas obtained from diverse sources, comparing and evaluating different perspectives related to common areas of interest and study. They present information and opinions using different text types and modes of presentation appropriate to a variety of audiences and to achieve different purposes. They share their responses to different imaginative texts by expressing preferences and describing key elements such as themes, values, plot, and representations of characters and events. They create imaginative texts for the purpose of self-expression and engagement, using cohesive devices such as conjunctions to communicate, link and extend ideas, and common Vietnamese idioms, proverbs or folk songs for illustration of cultural concepts or aspects. When writing, they use verbs to express modality (for example, *nên, cần, phải*), direct speech (for example, *Ba mẹ nói với tôi: 'Con nên chăm học'*) and indirect speech (for example, *Ba mẹ bảo tôi nên chăm học*), and apply Vietnamese spelling rules and tone markers to a range of words. They translate and interpret texts using strategies to overcome challenges in translation, such as considering cultural expressions or representations, and explain differences in interpretation. Students create a range of multimodal bilingual resources for the school and local community. They explain the relationship between language, culture and identity, and modify language and behaviours in intercultural interactions to enhance mutual understanding.

Students infer the meaning of unfamiliar words encountered in a range of familiar contexts by applying knowledge of grammatical elements and vocabulary. They analyse the relationship between cultural representations, language choices, and the audience and purpose of different text types. They identify and analyse linguistic features of Vietnamese in a range of situations, explaining variations due to audience and purpose. They explain the impact of social, cultural and intercultural influences on language, identifying and using Vietnamese words that have emerged from globalisation, migration, popular culture and technology, such as *toàn cầu hóa, di dân, định cư, hội nhập, nhạc trẻ, công nghệ thông tin, nhật ký điện tử, nói chuyện qua mạng*. They explain ways in which language and culture are interrelated and influence each other.