Language is the human capability that enables us to communicate, learn, think, form judgments and develop values. Learning a language is learning the shared meanings of a group. It is an essential means for participating in the cultural life of a community. A distinctive feature of languages as an area of study in the school setting is that it is simultaneously an area of learning in its own right and a medium, or an additional code, through which to learn new concepts and ideas.

Through the study of languages, learners gain knowledge, skills and dispositions that enable them to communicate, and to make comparisons across languages and cultures. In so doing they extend their understanding of themselves and their own language, widen their network of interactions, and strengthen their literacy and numeracy skills. This enables them to contribute positively and productively as citizens in the linguistically and culturally diverse nation in which they live, and also as global citizens.

Learning and using a language involves valuing meaning, coherence, choice and appropriateness. It also involves the ethical concern of respecting the power of language and its responsible use. Learners develop a favourable disposition towards seeking the best articulation or expression of thought and feeling, engaging in genuine exchange of meaning, and expanding their personal communicative capability.

Learning and using a language, be it the maintenance and development of one’s first language, the learning of an additional language, or the revival of an endangered language, fosters the development of children as communicators. They acquire communicative ability in the target language, cultural understanding and a heightened awareness of diverse ways of thinking and valuing.

The goals of learning a language include:

Communication in the target language: Through using the target language for a range of purposes and in a range of cultural contexts, learners develop communication skills that enable them to interpret and express thought, feeling and experience through a variety of spoken and written texts; to expand their interpersonal relations; and to have direct access to the world of knowledge, ideas and values in the target language.

Understanding language as a system: Learners reflect upon language in use and the uses of language, and generate an awareness of the nature of the target language, and of their first language by comparison. They develop an understanding of how language works as a system, and ultimately recognise the power of language for people as individuals and as members of society.
Understanding culture: Learners develop an understanding of the interrelationship of language and culture, and extend their capability to move across cultures, engaging with diversity.

General knowledge: Learners extend their knowledge of, and make connections across, a range of ideas related to their interests, to issues in their world, and to concepts drawn from the range of Learning Areas.

The languages Learning Area aims to develop in all children and students:
- their communicative potential in the target language
- an understanding of languages and how they work as systems, which contributes to their literacy development
- an understanding of cultures and identities, which contribute to a better understanding of themselves and others
- enhanced social and cognitive capabilities
- expanded general knowledge
- enhanced opportunities to participate meaningfully in voluntary, community paid/unpaid work and further education training
- capacities to apply learning in languages to other Learning Areas, to life in the wider community, and in accessing further education and training.

The benefits of learning languages and cultures extend beyond the individual to the development of a significant resource for communities, with the potential to contribute at both a local and an international level.

Place of English in learning languages

In this framework the central place is accorded to the target language as the medium for communicating and learning. In interpreting and producing texts in the context of developing communication, learners explore concepts related to language and culture as universals. In order to do so in depth, educators and learners may engage in some research, analysis and discussion in English, particularly in the early stages of language learning. Underlying such analysis is always the goal of enhancing learners’ capabilities for using the target language in linguistically and culturally appropriate ways.

The SACSA Framework and ESL learners

In supporting teaching and learning for ESL children and students and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
Frameworks for three groups of languages

In the SACSA Framework the elaboration of scope and standards is presented for three broad groupings of languages, as follows: alphabetic languages, non-alphabetic languages and Australian Indigenous languages. It is recognised that, within each grouping, there are differences across languages in relation to such aspects as the nature of the particular language and its place in the Australian context.

Rationale for the non-alphabetic framework

Learning to communicate in a language with a non-alphabetic writing system requires the development of additional knowledge, skills and dispositions which are not required when learning a language which uses roman or related alphabets. Learning grapheme-phoneme correspondence in alphabetic languages is limited to a small number of letters from which all words can be constructed in print.

In developing understanding of the language system, learners of non-alphabetic languages need to conceptualise how sound and meaning are represented in print using symbolic representations which are different from alphabetic systems. Syllabaries such as the kana scripts in Japanese, and especially the logographic or morpheme-syllable script of Japanese kanji and Chinese characters, require additional attention and concentrated effort to develop an understanding of form-sound correspondences, and to commit the visual representations of the symbols to memory. Consequently the Scope and Standards in the non-alphabetic framework pay particular attention to the specific concepts and processes required in learning and using characters and kana syllabaries, and therefore relate most particularly to Chinese and Japanese.

Chinese characters and Japanese kanji are unique in their construction among modern languages. Acquiring an understanding of the construction of characters—the set of strokes, the arrangement of graphs (components), and the sound and meaning of each whole character—requires considerable effort on the part of learners to commit this graphic, phonetic and semantic information to memory. This impacts upon the nature and rate of development of communication skills when compared to other languages, particularly those that use an alphabet.
Developing understanding of character-based writing systems requires not only the development of a select vocabulary for communicative purposes but also a broad understanding of the systemic nature of the character system, in terms of:

- graphemic awareness—understanding concepts of character form and rules of construction
- semantic and phonetic awareness—understanding the relationship between the form and the sound and/or meaning of symbols in writing systems, including relationships between component parts, and the contribution each component makes to the sound and meaning of the whole.

Graphemic awareness is usually developed through regular writing practice and the provision of opportunities to read and write characters in communicative contexts. The development of semantic and phonetic awareness requires an abstraction from the communicative orientation, to allow for exploration of the form, sound and meaning connections within the system as a whole. Semantic awareness is often an integral and engaging component of character learning, as children and students explore the pictographic origins of basic characters, and components in compound characters. To develop understanding of the entire system, learners need to explore and understand the complex ways in which component parts in characters can contribute to understanding, memorising and recalling sound and meaning. The process of character deconstruction and analysis can assist learners to make meaningful associations both within and between characters in the system, and develop their capability to decipher and commit new characters to memory.

In the SACSA Framework the particular knowledge and skills in learning and using the writing system are outlined in the scope of the understanding language strand, and reflected in the revised Standards for communication in reading and writing, as well as understanding language. The Scope and Standards described for non-alphabetic languages also reflect the importance of textual support in comprehending and producing written text. This may include charts or lists of strokes, structures, radicals, and kana symbols, and character and word lists in meaningful classifications. These supports assist learners to develop their communicative potential by reinforcing the purposeful use of the writing system from the earliest opportunity, to reduce the need for character practice and isolated memorisation. Print and electronic dictionaries will also support character learning and use, particularly in the Primary and Middle Years Bands. ICTs are also useful supports in constructing text. Learners should be encouraged to develop skills in applying romanised input methods and character recognition skills to apply communication technologies to communicate in the language.

**Learner Pathways**

In recognition of 1) the different learning backgrounds that children and students bring to their learning of languages, and 2) the different entry points to language learning, separate pathways have been developed in the SACSA Framework.
The Pathways are as follows:

**Pathway 1: Second language learners**—this refers to children and students with little or no prior knowledge of the target language at entry

**Pathway 2: Background learners**—this refers to children and students with some prior learning and use of the language at entry.

Within each pathway there are two entry points as follows:

**Entry Point A**—this refers to children and students who learn the language from Early to Senior Years Bands (R–12)

**Entry Point B**—this refers to students who learn the language from Middle to Senior Years Bands (8–12).

The scope and standards of Pathway 1A or 2A are applicable to all learners through the Years R–7. From Year 8, the scope and standards of Pathway 1A or 2A will apply if students continue the same language. If students begin to study a different language, Pathway 1B or 2B will apply.

**Second language learners (Pathway 1A and Pathway 1B)**

The target group for the second language learner Pathway is primarily children and students with little or no prior knowledge of the target language at entry, either in the Early Years (Reception entry—Pathway 1A), or in the Middle Years (Year 8 entry—Pathway 1B). This may include learners who identify with the target language and culture but who do not have linguistic background or capability in the target language. The second language learner Pathway aims to build upon learners’ knowledge of language, by drawing connections between their knowledge of English (and their first language) as they learn and develop skills in using the target language. Students may begin to learn a different language at Year 8 (Pathway 1B). Pathway 1B recognises their prior learning experiences in another language (in Pathway 1A), and builds upon their understanding of how language and culture operate, and upon the skills for learning languages which are transferable across languages.

**Background learners (Pathway 2A and Pathway 2B)**

The target group for the background learner Pathway is primarily learners who are active and regular participants in the linguistic and cultural world of a community of speakers of the language. Their learning and use of the language in schools aims to ensure their continued useful, generative and creative involvement with the language, the culture and communities of speakers in Australia and overseas.

The background learner Pathway provides opportunities for children and students to maintain, develop and use what may be described as their ‘mother tongue’, ‘home language’, ‘first language’ or ‘native language’. These terms suggest the nature of the child’s or student’s prior knowledge when they begin their formal learning of the (modern) standard version of the language in a school setting. Pathways 2A and 2B recognise their prior language learning and use, and builds upon their understanding of how language and culture operate and their skills for learning languages, which are transferable across languages.
It is not possible to describe explicitly the diverse range of learner ‘background’ prior to entry into Pathway 2 (A or B). As Pathway 2A assumes sustained and continuous study of the language, students arriving from overseas at any stage of primary or secondary school and already using the target language should enter Pathway 2A. Teachers, in conjunction with parents, caregivers and the learner, need to make a decision as to which Pathway is most appropriate.

Their prior language knowledge may have been established in a variety of ways:

● the language is the learner’s mother tongue—ie the language of the parents or caregivers with whom the child or student identifies and exchanges meaning in their Early Years (pre-schooling)
● the language is the learner’s home language, the main medium of communication within the home setting
● the language is the child’s or student’s first language, the language first learned in a multilingual setting and influenced by interaction with caregivers and peers beyond the home setting—ie within the community of target language speakers
● the language may also be the learner’s dominant language in certain areas of life—ie within the community, or as a prior medium of education.

**Conceptualising a differentiated Pathway**

A differentiated Pathway for background learners has been built upon the following considerations:

In the communication strand the focus is on language as a medium for learning, developing and elaborating concepts from a range of Learning Areas, and for learning about language, culture and identity. As children and students progress in their learning they explore perspectives, and express relationships between ideas and personal views, on social and community issues. They focus on interpreting a range of authentic texts, drawn from their community and the media, as a resource for connecting with their own language in real-life contexts.

In the understanding language strand there is an emphasis on expanding and refining learners’ knowledge and use of their linguistic resources, with the aim of developing a wider repertoire of linguistic resources both in their first language and in English. They analyse language and reflect on the movement between their first language and English as an active reality and, where applicable, on the movement between dialect and the modern standard version of the language. They explore specialist vocabulary; complex structures; and diverse contexts, roles and relationships, in language use, thereby extending their register flexibility. They increasingly develop a conscious awareness of the way in which their linguistic choices influence communication, and ultimately understand the power of language.

In the understanding culture strand the focus is on abstracting and reflecting on issues of identity; the intercultural reality of life in the Australian community; and exploring world views and establishing links with communities locally and globally, in order to develop an awareness of, and the capability to move across, cultures.
## Essential terms

### Writing system

<table>
<thead>
<tr>
<th><strong>Writing system</strong></th>
<th>Forms of expressing language in print, generally divided into alphabets, syllabaries and logographs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alphabet</strong></td>
<td>A writing system which represents sounds in print at the phonemic level, such as the Roman and Greek alphabets.</td>
</tr>
<tr>
<td><strong>Non-alphabetic languages</strong></td>
<td>Languages that do not use alphabets as the common form of written communication.</td>
</tr>
<tr>
<td><strong>Syllabary</strong></td>
<td>A writing system that represents sounds at the syllabic level as in Japanese kana scripts.</td>
</tr>
<tr>
<td><strong>Logograph</strong></td>
<td>A symbol (i.e., a whole character) representing a discrete unit of meaning. Chinese characters are more correctly termed morpheme-syllables as they also represent syllables of sound.</td>
</tr>
<tr>
<td><strong>Words</strong></td>
<td>Meaningful groups of kanji, hiragana and katakana as appropriate in Japanese, and characters in Chinese. Romaji and pinyin representations of words may be appropriate in some contexts.</td>
</tr>
<tr>
<td><strong>Symbols</strong></td>
<td>Used to refer to hiragana and katakana (at its most specific), to differentiate them from roman letters (alphabets) and from characters. May also refer to kanji or characters as appropriate, where attention is being more broadly drawn to common features of non-alphabetic systems (e.g., a character can be a symbol when it, along with kana script, is contrasted to an alphabet).</td>
</tr>
</tbody>
</table>
**Character types**

Characters (汉字 / 漢字)  
Japanese kanji and Chinese characters, generally the simplified forms unless otherwise stated.

Basic characters (独体字)  
Characters containing a single graphic unit, which cannot be further deconstructed into meaningful parts. Includes pictographs and other basic characters, without obvious relationship between its form and meaning.

Pictographs (象形/指事字)  
Characters or components of characters, the form of which can be attributed to the object (eg 人, 山) or idea it represents (eg 大, 小, 天).

Compound characters (合体字)  
Characters containing two or more meaningful parts or components (being combinations of basic characters or bound forms).

Semantic compounds (会意字)  
Compound characters that are explained by the meanings contributed by both sides to the meaning of the whole character.

Phonetic compounds (形声字)  
Compound characters that are explained by the sound of the phonetic side, and the classification of the semantic side (radical).
### Character components

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strokes</strong> (笔画)</td>
<td>The most basic unit of writing and a key aspect in developing graphemic awareness of kana symbols and characters.</td>
</tr>
<tr>
<td><strong>Bound forms</strong> (非成字)</td>
<td>Meaningful parts or components of characters, often radicals, which occur regularly in characters but cannot stand alone as characters.</td>
</tr>
<tr>
<td><strong>Components</strong> (部件)</td>
<td>Identifiable meaningful units in a character which may appear in different combinations in other characters. The word ‘component’ is often used instead of the term ‘side’, but a compound character may have more than two components (eg 谢), but has only two sides.</td>
</tr>
<tr>
<td><strong>Sides</strong> (偏旁)</td>
<td>The two key parts of a character, one being the radical or signific, the other being the stem or phonetic. Sides are defined as contributing semantic or phonetic information to the whole character.</td>
</tr>
<tr>
<td><strong>Phonetic component/stem</strong> (声旁)</td>
<td>A side of a character, generally the non-radical, called the stem or phonetic side that contributes phonetic information by suggesting the sound of the character.</td>
</tr>
<tr>
<td><strong>Semantic component/radical</strong> (形旁/部首)</td>
<td>A side of a character, generally the radical, which suggests the semantic classification of the character, not specifically its meaning, and under which a character is classified and organised in a dictionary.</td>
</tr>
</tbody>
</table>
### Nature of knowledge

<table>
<thead>
<tr>
<th>Knowledge Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic knowledge</td>
<td>Attention to the physical features of symbols and characters, in particular the range of strokes, their direction, the order of writing, and aspects of balance and proportion in construction. Writing practice essentially aims to develop graphic knowledge.</td>
</tr>
<tr>
<td>Graphemic awareness</td>
<td>Knowledge of the common component parts in characters so that the character is viewed as a composite of graphemes or components rather than a complex arrangement of strokes. This includes understanding of how certain components differ in form depending on location (eg 人，仁).</td>
</tr>
<tr>
<td>Phonetic knowledge</td>
<td>Awareness of the extent to which a component in characters contributes useful phonetic information. Awareness develops by comparing the sound of an individual character (生), with compound characters containing that character as a component (性, 胜), as well as analysing the consistency of a phonetic component across characters (跟, 很).</td>
</tr>
<tr>
<td>Semantic knowledge</td>
<td>Awareness of the extent to which a particular semantic component in characters contributes useful information about the meaning of the whole. Awareness develops by comparing the meaning of the component or side as an individual character or radical with characters containing that component (as a radical) (eg 打, 抱), as well as contrasting the meanings of components with the meaning of the whole (eg 明, 林).</td>
</tr>
</tbody>
</table>
Languages (non-alphabetic)

Pathway 1A

Second language learners R–12
Through the study of languages, students gain knowledge, skills and dispositions that enable them to communicate and to analyse the power that comes from communicating successfully. KC1 • KC2 They learn language and strengthen their skills in the sociocultural and critical dimensions of literacy, numeracy and information and communication technologies. They learn about cultures and make comparisons across cultures, in understanding issues of identity and global interdependence. Id • In • C • KC1

In both language using and language learning the emphasis is on developing students’ capability to communicate effectively in the target language and on developing their understanding of language and culture, so that communication and language development take place in linguistically and culturally appropriate ways. KC2 In addition, as students develop the capability to move between languages and cultures and make comparisons, they extend their understanding of language and culture in general, thereby increasingly recognising the power of language. C

This Learning Area is organised around three strands which reflect the nature of learning languages and cultures; they are as follows:

- communication
- understanding language
- understanding culture.

These three strands are interdependent and, taken holistically, form an integrated concept of both language using and language learning, as well as reflection. While all three strands are integrated in language use, at times a particular focus on one strand will be required for explicit teaching and learning purposes.

**Literacy, numeracy and information and communication technologies in languages**

Through languages, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in **literacy** to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in
different contexts. This learning is evident as students develop an understanding of the systems of grammar, speech and writing of the target language and develop a specialised language to describe their learning. Learners make connections and comparisons across languages through text analysis, construction and reconstruction. Learners develop awareness of diverse ways of thinking and expressing ideas and information, including understanding how meaning is contextually determined.

In non-alphabetic writing systems learners also focus on developing systematic knowledge of the writing system, which requires a different type of analysis in developing understanding of non-alphabetic representations of sound and meaning and how the orthographic system is organised and constructed. Learners focus on developing overall awareness of relationships within the system, as well as relationships between the language and English or their first language.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in languages when children use and understand pattern, order and relationships within the target language. It is also evident when learners develop understandings of concepts such as time, number and space within different cultural practices.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in languages when, for example, children use digital and electronic technologies to construct and deconstruct text, and access texts via the Internet.
Strand: communication—Pathway 1A

Through this strand students develop the capability to communicate effectively using various combinations of the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in the target language. C • KC2 Aspects that are drawn together within this strand include the purpose, context and processes of language use, texts and general knowledge. T The Key Ideas and standards are represented through the skills of listening, speaking, reading and writing.

In the Middle Years students collaborate with others to generate and exchange information and solve problems. In • T • KC1 • KC4 • KC6 They demonstrate the capability to engage with a diversity of opinions, and an awareness of cultural diversity in interactions with others. Id • In • KC4 They infer, decipher, and deduce sound and meaning by analogy, and compare and contrast patterns in language. They identify and demonstrate reasoning about connections among language concepts as they actively construct knowledge. T • KC1 • KC2 Students develop a sense of their own identity and recognise the dynamic and multidimensional nature of identity of individuals and groups by exploring representations of peoples and cultures in text. Id • In • T • KC1

Students learn in a structured and supported language environment, with a focus on constructing and interpreting texts; and extending, connecting and applying their learning in new contexts. T • C • KC1 • KC6 Contexts include their own physical and social environment, the world of learning and knowledge, and environments in which the target language is used. Topics relate to students’ general interests and aspirations, and their personal and community life, including daily routine; and extend to the world of leisure, entertainment and work, including activities, hobbies, interests and jobs. Their study also encompasses topics drawn from or related to other Learning Areas, including the environment, technology and arts, and the lifestyles of communities where the target language is used. Id • In

Students engage with a range of text types to access new ideas and information from texts which may contain unknown words and structures. T • C • KC1 Texts for listening include films and documentaries with subtitles. They listen to, view, read and respond to texts to develop their capability to understand and use the target language in new contexts; and to learn about their social and educational world, the world of knowledge and learning, and about communities where the language is used. In • T • C • KC2 • KC6 Students’ communication involves interacting with each other to present or exchange personal information, including expressing personal opinions, feelings, aspirations and ideas, and responding to those of others. F • Id • KC2 • KC4 They locate information from various sources and generate their own language, including questions in classroom interactions. T • C • KC1 • KC6 Language use is supported by focusing on skills in accessing, storing and retrieving information, including the use of electronic and print dictionaries, and other digital technologies. They engage in conversations and exchange information in social and educational settings. C • KC2 They write their own texts, from short paragraphs of two to three connected sentences to extended responses of three or more paragraphs, with support, in order to express and exchange ideas about their personal, social and educational world and with a focus on their future aspirations. F • Id • C • KC2
Students learn about the function of different writing systems and how alphabets, syllabaries (kana symbols), and logographs (characters and kanji) convey sound and meaning. In They relate their prior knowledge of the form sound and meaning of kana symbols, characters and components to expand their vocabulary and overall understanding of the system, and extend their capability to comprehend and communicate in writing. In • T • C • KC1

They read texts with word level formatting, with pinyin/furigana glossing provided for unfamiliar characters and access to a glossary or word list to assist comprehension. They explore texts drawn from authentic sources (signs, headlines, advertisements, instructions), to identify key information and develop inferencing skills to identify the meaning of unfamiliar words/characters in text. In • T • C • KC1 • KC6

They write characters and kana symbols using pen and paper without reference to models or lists, showing awareness of the number, movement, direction and order of strokes, and awareness of character structure and balance and proportion of components. They create their own texts relying on word lists and charts, or word processing tools to correspond and share information and opinions with others. C • KC2

In Japanese students consolidate their knowledge of sound-symbol correspondences in hiragana and katakana. They write in hiragana, and use katakana where appropriate, with reference to charts, applying the writing conventions of kana symbols, including long vowels and double consonants, and including kanji, where appropriate, accessed from lists. They recognise kanji related to school, shopping, time and seasons, place names, and personal relationships and activities. In • T • C • KC1 • KC2

In Chinese students write texts in characters, relying on vocabulary lists and dictionaries to extend their vocabulary into new contexts. They recognise characters related to key concepts (eg health and fitness; personal, school and social life; interests and abilities; education; the environment; the workplace; transport and travel), and syntactic elements/grammatical morphemes. In • T • C • KC1 • KC2

They recognise key phrases related to instructions and signs (eg 姓名, 性別, 出生日期/地点, 住址, 职业, 营业, 禁止入内, 售票处询问处) and culturally significant phrases (eg 恭喜发财, 萬事如意, 心想事成, 一路平安), including some in traditional characters. In • Id • T • C

Following are the Key Ideas that comprise the communication strand in Pathway 1A.
Strand: communication—Pathway 1A

**Key Idea**

**Listening**

Students listen and respond to texts to interpret meaning and use the target language in new contexts. They collect and organise information, and share findings with others. In • T • KC2 • KC6

This includes such learning as:

- recognising that listening involves understanding the intention of the speaker and the context of use C
- analysing the purpose, structure and meaning of texts and identifying linguistic choices made in texts C • KC1
- identifying activity sequences or specific information in a story or procedure T • C • KC3
- responding to oral instructions to complete an activity or procedure C • KC2
- participating in class discussions on aspects of language and culture in texts. T • KC2

At Standard 2, towards the end of Year 4, the student:

2.1

Recognises meaning in phrases and sentences and responds in routine classroom activities and social exchanges. In • T • C • KC2

Examples of evidence include that the student:

- recognises the purpose of an utterance (eg distinguishes statements from questions) T • C
- distinguishes and repeats words and phrases with attention to pronunciation and intended meaning T • C
- responds through action and collaborative work with others (eg participating in dance, physical exercise, dramatisation, class routines) C • KC2 • KC4
- relates sounds to appropriate characters, symbols or pinyin/romaji in text. T • C • KC1 • KC6

2.2

Responds to interactions and experiments with language to make meaning with others. Id • C

Examples of evidence include that the student:

- speaks with attention to pronunciation and intonation T • C
- responds to comments (eg with yes/no or single word) C
- responds to factual questions (eg what, who, how many) C
- responds appropriately in known school routines (eg greeting and introducing others) Id • C
- uses rehearsed language in songs, presentations, stories and structured role-plays C
- makes factual statements through word substitutions C

**Speaking**

Students engage in conversations, demonstrating appropriate ways of establishing and maintaining relationships, and interacting with others, in diverse cultural settings. In • C • KC2 • KC4

This includes such learning as:

- recognising the importance of stress patterns and rhythm in conveying meaning C
- initiating an interaction using forms of address appropriate to different audiences; and introducing a topic using explanation or questions C • KC2
- maintaining interaction by responding to an intervention by acknowledging, replying, agreeing and disagreeing In • C • KC2
- concluding an interaction by using verbal cues for summing up C
- experimenting with language and varying or substituting aspects of language to express their own meaning C • KC2 • KC6
- collaborating with others in creating and performing role-plays involving making requests, arrangements, decisions or choices In • C • KC2 • KC4 • KC6 • KC7
- composing and presenting information and personal opinions to audiences of their peers and other language users. In • KC2 • KC3
3.1 Identifies key ideas in texts to collaborate in activities and share meaning with others. 

**In • T • C • KC1**

Examples of evidence include that the student:
- identifies the purpose of a text (e.g. a statement, a request, a question) **C • KC1**
- identifies and classifies items of information (e.g. colour, size, number) **T • KC1 • KC5**
- selects from options to match information (e.g. items to pictures, filling in gaps, labelling things) **T • KC1 • KC5**
- responds to questions about self, home life and interests **Id • C • KC2**
- works collaboratively in response to instructions or requests. **In • KC4**

3.2 Builds relationships and presents information in social interactions. 

**In • C • KC1 • KC4**

Examples of evidence include that the student:
- formulates and responds to factual questions to access information and services (e.g. time, place, quantity) **In • C • KC6**
- uses modelled sentence patterns to express own ideas **Id • C • KC2**
- responds appropriately in interactions (e.g. taking turns, acknowledging, agreeing) **In • KC2 • KC4**
- works in teams to plan and present texts to others. **In • KC2 • KC4 • KC6**

4.1 Makes connections between the main ideas and supporting detail in texts to make decisions. **In • T • C • KC1**

Examples of evidence include that the student:
- distinguishes the purpose of a text (e.g. announcement, description) **C**
- identifies roles and relationships between participants **In**
- identifies key items of information (e.g. points of view, events and sequences of events, reasons for decisions) **C • KC1**
- demonstrates connections between ideas (e.g. notions of time and place) **T • KC2**
- responds by sharing a personal view or opinion with others. **In • C • KC2**

4.2 Expresses own experiences, ideas and opinions in social interactions. 

**In • C • KC2**

Examples of evidence include that the student:
- applies verbal cues to initiate and conclude an exchange or presentation **C**
- asks for repetition, rephrasing and clarification to sustain the interaction **In**
- selects appropriate structures to elaborate meaning (e.g. using adjectives, time phrases) **C**
- responds to factual, open-ended questions (e.g. why, how) **C • KC2**
- expresses a personal reason, opinion or feeling in conversation.

5.1 Identifies and analyses key points of information to form an opinion. 

**In • T • C • KC1**

Examples of evidence include that the student:
- identifies relationships between ideas (e.g. sequence, contrast, comparison, cause and effect) **In • KC1**
- identifies specific views or positions of individuals and groups, and their personal responses to those views/positions **Id • In • KC1**
- selects and orders information drawn from various sources to compare opinions and ideas **T • KC1 • KC3 • KC7**
- provides reasons for an action or decision. **T • C • KC2**

5.2 Works cooperatively to share information and ideas, and present opinions on issues of interest. 

**In • C • KC2 • KC4**

Examples of evidence include that the student:
- recognises and responds to the audience in initiating and concluding an interaction or presentation **In • C • KC2**
- reflects planning in the organisation of ideas and information **In • C • KC2**
- expands the message and qualifies information by providing reasons for decisions/opinions **C • KC2**
- expresses preferences and reasons in discussing issues **C • KC2**
- seeks and gives follow-up information to resolve an information gap or to verify information **In • KC1**
- negotiates with others to achieve common goals. **In • KC4**
**Strand: communication—Pathway 1A**

**Key Idea**

**Reading**

Students develop their capability to interpret meaning and use the language in new contexts. They read and respond to texts to develop thinking skills and make connections between ideas as they analyse information and share findings with others. **T • C • KC1 • KC2 • KC6**

This includes such learning as:

- recognising that reading involves identifying the intention of the author and the intended audience **C**
- identifying linguistic choices that are made in constructing texts **C • KC1**
- identifying the context in reading for gist in text **T • KC1**
- demonstrating ways information obtained needs to be processed in order to make decisions and construct their own texts **T • C • KC2**
- accessing information through a range of CD-ROMs, websites and interactive online services to learn about the language, and about topics of interest **F • C • KC1**
- referring to pinyin/furigana glossing, charts and lists to interpret meaning **T • KC6**
- inferring the meaning of a compound word by relating the meanings of individual characters **T • KC6**
- recognising how the meaning of known characters applies in new contexts. **T • KC1**

**2.3**

Deciphers the meaning of words and phrases to identify key ideas. **T • C • KC1**

Examples of evidence include that the student:

- contributes to shared reading of imaginative and informative texts and identifies developments of ideas **T • C • KC1**
- uses knowledge of individual sound-symbol correspondences to work out how to read a word **T • KC6**
- discriminates between writing systems in deciphering meaning **T • KC1**
- matches word/caption to an object/picture **T • C • KC1**
- infers the meaning of new characters/words, in for example, picture/story books, labels, captions. **C • KC6**
At Standard 3, towards the end of Year 6, the student:

3.3

Searches for information to collaborate and share meaning with others. T • KC1

Examples of evidence include that the student:
- identifies key points of information or main ideas in texts C • KC3
- selects from options to complete a task (eg filling in gaps, matching items, matching captions to images) T • C • KC1
- reads words aloud showing knowledge of sound-symbol correspondences C
- uses available resources (eg glossing, word list/chart) to assist in comprehending text. T • KC3

At Standard 4, towards the end of Year 8, the student:

4.3

Organises and analyses information in texts to make decisions. T • KC1

Examples of evidence include that the student:
- distinguishes the purpose and identifies features of the text type (eg a letter, a story) C
- identifies main ideas and sequences in texts C • KC3
- searches for information to complete a task (eg filling in gaps, matching items, matching captions to images) T • C • KC1
- makes decisions or plans based on information obtained KC3
- infers the specific meaning of low frequency characters/words from contextual clues. T • KC6

At Standard 5, towards the end of Year 10, the student:

5.3

Synthesises key points of information in texts to form an opinion on an issue. T • KC1

Examples of evidence include that the student:
- identifies the overall purpose of the text (eg to inform, entertain, persuade) C
- identifies a sequence of events or suggests reasons for events C • KC9
- uses different formats to classify and display information C • KC1 • KC2
- compares information to make choices or decisions T • KC1
- provides supporting evidence for a decision or opinion T
- deciphers the meaning of unfamiliar characters/words in text using a dictionary. T • KC6
Strand: **communication—Pathway 1A**

**Key Idea**

**Writing**

**Students write their own texts to share information, opinions and ideas about aspects of personal and group identity.**

This includes such learning as:

- planning and organising information to construct texts, using a range of ways to gather and organise ideas (eg note-taking, comparison charts, concept maps, databases) **T • C • KC3**
- applying principles of text organisation and structure, and logical development of ideas **C • KC1**
- expressing ideas with clarity by combining or embedding ideas, elaborating or adding details, or by summarising (eg by simplifying relevant points extracted from text) **C • KC2**
- referring to models to express their own thoughts and ideas **In**
- corresponding with other learners through short informal letters **In • C • KC2**
- using word processing programs and communication technology to construct and present their own text
- applying principles of character/symbol formation in own writing (eg stroke movements, number, order and direction, character structure, and balance and proportion of components) **T • C • KC2**
- referring to lists and dictionaries to extend the message. **T • C • KC1 • KC2**

**At Standard 2, towards the end of Year 4, the student:**

**2.4**

**Communicates in different formats by writing words and phrases.** **T • C • KC2**

Examples of evidence include that the student:

- uses different formats to convey meaning (eg captions, speech bubbles) **T • C**
- expresses ideas using words for colour, number, shape and size **C • KC2 • KC5**
- forms legible symbols, characters and words when copying from models **C • KC2**
- communicates ideas and information through sequencing a set of symbols/characters to make own meaning in a word, phrase or sentence. **T • C • KC2**

Middle Years Band — Languages (non-alphabetic)
At Standard 3, towards the end of Year 6, the student:

3.4

Writes messages to others to convey key points of information. Id • T • C • KC2

Examples of evidence include that the student:

- uses models to structure and sequence the message C • KC3
- conveys information in sentences containing one or two main points C
- forms symbols or characters with attention to strokes, structure and proportion when referring to charts or lists C
- sequences a set of symbols/characters to make own meaning in a word, phrase or sentence. T • C • KC2

At Standard 4, towards the end of Year 8, the student:

4.4

Conveys personal messages, and shares information and experiences with others. Id • T • C • KC2

Examples of evidence include that the student:

- uses models to apply text conventions (e.g., title, heading, letter format) C • KC3
- orders words correctly in simple sentences and links ideas using connectives (e.g., and, but, also, because) C
- writes characters/symbols with attention to strokes and components, when writing from memory C • KC2
- uses appropriate format conventions (e.g., spacing, squared paper, punctuation) C • KC2
- uses available resources to access vocabulary and extend the message. T • C • KC1 • KC2

At Standard 5, towards the end of Year 10, the student:

5.4

Conveys personal experiences and opinions, and describes people, places and events. Id • T • C • KC2

Examples of evidence include that the student:

- recognises appropriate text conventions for the purpose T • C • KC3
- structures ideas and demonstrates a logical sequence C
- extends or elaborates the message using, for example, comparison or contrast T • C
- uses imaginative or expressive language to inform or entertain others In • C • KC6
- extends the message using available resources. T • C • KC1 • KC2
South Australian Curriculum, Standards and Accountability Framework

Strand: understanding language—Pathway 1A

Through this strand students engage with a range of increasingly complex texts, with an explicit focus on the form which language takes. The emphasis in this strand is on developing students’ understanding of the nature of the target language, through analysis of its structure in the context of purposeful use, and on how language works as a system and as a vehicle for increasing students’ communicative potential.

In the Middle Years students learn to analyse the conventions and system of the language to expand their understanding of how meaning is conveyed in a range of contexts. They make comparisons and draw connections between languages, developing meta-linguistic knowledge and overall literacy across languages.

Students explore and make connections between features of the writing system to develop skills in applying semantic and phonetic information in known characters and components to characters they will encounter in future learning, and to extend their character knowledge independently.

They focus on increasing their knowledge of the form and structure of symbols and characters by practising writing and exploring relations between components and characters in the system. They develop and apply mnemonic devices to identify and recall the form and sound of kana symbols, and the form, sound and meaning of characters. They identify visual clues, making pictures to associate with the form of kana symbols and characters/components, and create storylines by naming component parts of characters and associating the parts with the meaning of the whole character (e.g., ‘birds fly’ for ‘a sacred cow at the temple’).

In Chinese they view texts in simplified and full forms for comparison. In Japanese they view texts in full kana and with kanji to appreciate the efficiency and value of kanji use.

They explore content in texts drawn from authentic sources to develop skills in deciphering and interpreting meaning in situations where the whole message may not be understood.

Following is the Key Idea that comprises the understanding language strand in Pathway 1A.
Strand: understanding language—Pathway 1A

Key Idea

Students explore diverse forms of communication and use models to represent and analyse features of the spoken and written language, and apply these in interpreting and constructing meaning.

This includes such learning as:

- conceptualising language learning and use, in order to understand explanations and participate in discussions about how language works
- appreciating that knowledge of the grammatical and writing systems is necessary for effective learning, comprehension and construction of meaning
- recognising that grammatical concepts have particular functions (eg to elaborate the message or organise ideas) and form part of the overall system of the language
- appreciating that acronyms and jargon represent convenient ways of communicating among groups with shared knowledge
- observing that languages do not translate directly, and that languages operate in culturally specific ways to create meaning
- developing strategies for internalising new language, including ways to decipher unknown words from context, through the use of bilingual dictionaries and by analogy with known language
- consciously applying basic rules of sentence construction in their own speech and writing
- comparing languages and making connections between their first language and other languages (eg making comparisons about word order, and how sounds and meanings are expressed in diverse written forms)
- recognising that characters/symbols are fundamentally representations of sound, which represent particular meanings when grouped together
- improving skills in character balance and proportion by practising characters on squared paper
- recognising that knowledge of component parts assists in learning the sound and meaning of a new character
- developing strategies for deciphering characters by deconstructing a character into component parts and drawing connections between the forms, sounds and meanings of known components and new characters (eg 中-冲-忠, 言-信, 禾+火=秋)
- applying mnemonic devices to recall the form (how to write) a character/symbol
- spelling a character by naming its component parts or strokes, in order
- associating characters by their radicals, or by their phonetic components, to develop an understanding of the consistency of sound or meaning relationships between characters sharing common parts

At Standard 2, towards the end of Year 4, the student:

2.5

Identifies patterns in language and compares how sound and meaning are conveyed across languages.

Examples of evidence include that the student:

- correctly forms sounds and words in speech (eg phrasing, compound words)
- identifies language forms used (eg for specifying, counting, identifying, for stating ownership and asking questions)
- applies concepts of character and word formation in writing
- identifies connections between the form of characters/symbols and their sounds/meanings
- makes use of support materials (charts and lists) in reading and writing text.
At Standard 3, towards the end of Year 6, the student:

3.5

Reflects on how the language is used to communicate a message, and compares how meanings are expressed in different languages.

In • T • C • KC1 • KC2

Examples of evidence include that the student:
- recognises ways text is presented according to purpose (eg as captions, labels, dialogues, letters, cards, calligraphy) T
- recognises how questions and statements are formed T • C
- identifies language forms used for, for example, describing events, and stating time and place
- identifies strategies for memorising the form, sound and meaning of symbols and characters in writing systems. T • C • KC6

At Standard 4, towards the end of Year 8, the student:

4.5

Identifies and applies patterns in spoken and written language.

In • T • C • KC1 • KC2 • KC5

Examples of evidence include that the student:
- deciphers meaning using contextual knowledge and textual resources T • KC1
- applies linguistic structures to extend their own meaning (eg time markers, adverbs, adjectives) T • C
- identifies connections between language and cultural practices
- identifies the function/meaning of characters/words in text In • T • KC1 • KC2
- applies strategies for recalling the form of characters in constructing own texts. T • C • KC2 • KC6

At Standard 5, towards the end of Year 10, the student:

5.5

Applies knowledge of language to analyse and describe patterns in the spoken and written language.

In • T • C • KC1

Examples of evidence include that the student:
- recognises conventions of speech when addressing different audiences In • C • KC2
- identifies the influence of purpose and context on how meaning is conveyed In • T • KC1
- identifies how to qualify and elaborate the message T • C • KC1 • KC2
- manipulates their language resources to refine the message (eg adds emphasis, clarification) C
- refers to available semantic/phonetic clues to infer the sound/meaning of a character. T • In • KC1 • KC6

- using context to assist comprehension of unfamiliar compound words containing known characters (eg 海外, 住所)
  T • KC6
- viewing selected pages from a bilingual dictionary to learn the importance of stroke order and number, how radicals/components function, and how words are ordered in a dictionary In • T
- using a range of methods of information storage and retrieval to assist their comprehension and information processing (eg using dictionaries, reference materials, glossaries and concept maps, including digital and electronic resources) T • C • KC1 • KC7
- recognising the potential of, and applying databases and word processing frameworks in, interpreting and constructing text T • C • KC7
- using word processing programs with phonetic (pinyin/romaji) input, recognising and selecting appropriate characters/symbols from the lists provided on-screen, to construct a text C • KC7
- searching websites to research and learn more about the language C • KC7
- playing with interactive CD-ROM programs to extend their knowledge of the language C • KC7
- using a bilingual dictionary and radical and stroke number search methods to find the meanings of unfamiliar characters T
- recognising that using an English-Chinese/Japanese dictionary requires caution in the way words are presented (ie that the particular function of a word in a sentence will determine which option is most appropriate) T
- developing and maintaining lists of key vocabulary, classified in logical/topical groups. T
In Japanese:

- exploring the origin of hiragana and katakana syllabaries, and their relationship to characters **In • KC1**
- using knowledge of script and spelling conventions to read and write new words and phrases in kana **T • C • KC2**
- recognising when hiragana, katakana and kanji are appropriate in constructing their own text **T • C • KC2**
- maintaining kanji lists to enhance their ability to apply kanji in communicating ideas
- exploring the application of loan words and transliterations in Japanese (eg. Australia オーストラリア, computer コンピューター, Internet インターネット, coffee 咖啡 コーヒー, personal names マリ、ピーター), and how words are expressed in romaji (eg Tōkyō, Ōsutoraria). **In • T • KC1**

In Chinese:

- referring to traditional/full forms of characters and components, to assist in understanding the origin, function and relationship between components across characters (eg 雙, 隻, 書, 筆, 畫, 漢, 言/ 言, 金/ 金, 食/ 食) **In • T • KC1**
- exploring the application of loan words and transliterations in Chinese (eg. Australia 澳大利亚, Internet 因特网, coffee 咖啡, personal names 玛丽, 彼得), and how place names and personal names are expressed in pinyin (eg Mō’er’ben, Beijing, Deng Xiaoping).
Structures and conventions of the writing system

Developing understanding of languages in this Band includes learning the following specific structures and conventions of the writing system:

- that characters/components may function as (semantic) indicators of meaning or as (phonetic) indicators of sound
- that some components are ‘bound forms’ (ie they do not occur as basic characters in that form but represent key meaning parts, eg  宝, 草）
- that many components or bound forms are variants of a basic character (eg that 手, 又, 寸 all represent the hand, and may imply a meaning associated with the hand, or actions of the hand)
- that compound characters are composed of two sides that may be related in sound or meaning to the compound character (eg  電=校, 食=反=飯)
- that radicals generally relate to the classification of character meaning and are a key organiser for dictionaries (eg  金, 食)
- that many characters are phonetic compounds, with a component to denote or approximate the sound of the character (eg  早, 寺, 時, 持, 古, 故, 居)
- that the meaning of a character depends upon its context, and that many characters have a broad meaning that applies in many words (eg  田 appears in 电话, 电影, 电脑 in Chinese; 電, 電気, 電話, 電車 in Japanese)

In Japanese:

- that some kana have extra strokes to differentiate between related sounds (eg  か ka,  が ga,  は ha,  ぱ ba,  ぱ pa)
- that hiragana and katakana are phonetic symbols derived from kanji
- that hiragana are used to represent (in most cases) such function words as particles (は, を, に, で), verb (conjugation) endings and so on
- that katakana are used to represent words of western origin, and onomatopoeic words (コーヒー, ホテル)
- spelling conventions of hiragana and katakana: a)  が and ぱ sounds; b) expressing long vowels such as using う 'wu' for a long 'o' 'う' sound; c) small や 'ya', ゆ 'yu', よ 'yo' combined with others to produce new sounds; d) double consonants by using a small 'ツ' 'tsu'; e) some particles spelt as an exception to the original phonetic values (eg the topic particle は wa is spelt 'ha')
- that kanji retain Chinese phonetic value (On readings) as well as having native Kun readings
- that On readings are generally used in compound words, and Kun readings for single kanji
- that kanji are used to represent such content words as nouns and adjective, adverb and verb roots
- that furigana is used as a tool for sounding kanji and relating them to words known in speech
- that romaji is used as an input tool for word processing in Japanese
that kanji have different pronunciations depending on the linguistic environment (eg that 日 is pronounced ひ ‘hi’ on its own, while in the word Sunday 日曜日, the first 日 is ‘にち’, the second 日 is ‘ひ’, that 大人 is pronounced otana/daijin, 明日 ashta/asu, 今日 kyo/konnichi).

In Chinese:
- that some characters have more than one sound, and thus represent more than one meaning (eg 觉得, 睡觉, 和, 暖和)
- that many characters and common components have traditional or more complex forms that provide useful information about character origins, meanings and relationships (eg 们, 說, 學, 難, 應).

**Structures and conventions of the grammatical system**

**Developing understanding of languages in this Band includes learning the following specific structures and conventions of the grammatical system:**

- that constructing concepts referring to people and things and building and varying the message require using:
  - nouns, including compound nouns, and nouns referring to activities and processes
  - pronouns, including personal, demonstrative, possessive, indefinite and interrogative pronouns, to refer to people and things without naming them
  - determiners, both specific and general, to identify what is being talked about
  - adjectives to describe the quality or colour, classify or compare things, or add emphasis
  - possessive structures to indicate possession or association
  - quantifiers (eg all, several) and comparatives (eg some, few) to talk about quantities and amounts
  - cardinal numbers to refer to an exact number of things
  - ordinal numbers to refer to a sequence of things
  - qualifiers (eg prepositional phrases, adjectives) and coordination, to expand the noun group
  - transitivity to indicate who or what is involved
  - complementation to describe and identify actions and items
  - two verbs together in phase to talk about closely linked actions
  - mood, including declarative statements, interrogative questions, imperative orders
  - negative statements
  - modals to indicate attitude, possibility, ability, likelihood, permission; to make requests; to express intentions

- that expressing time, manner or place requires using:
  - simple and continuous tenses; the present, the past, and the future
  - time expressions, including clock time, dates, and prepositional phrases (eg at, in)
  - expressions of frequency (eg often, never) and duration (eg always, briefly)
  - adjuncts to indicate circumstances
– adverbs to give information about manner and degree
– prepositions for position, to give information about place (eg in, at, on) and for direction (eg to, into)

- that combining, structuring and making cohesive and coherent messages require using:
  – subordination, using adverbial clauses to indicate time (eg when, before, since), reason (eg because), result (eg so that), condition (eg if) and concession (eg although)
  – relative clauses to give further information about a person or object (eg that, which), and relative pronouns
  – past and present participles to relate actions
  – coordination to link related ideas (eg conjunctions and, but, then), and to link clauses or verbs (eg using prepositional phrases)
  – referring back or referring forward (eg this, that, if so, such)
  – ellipsis (ie leaving out a word or words)
  – the passive voice to focus on the thing affected
  – the impersonal ‘it’, taking the focus off the subject, to describe places or situations, or to comment on actions and experiences

- that reporting what people say or think requires using:
  – reporting verbs to indicate the purpose of speaking (eg think, know, answer, invite)
  – quote structures to report someone’s actual words and direct speech (eg argue, agree, tell)
  – own words to report structures and indirect speech.
Strand: understanding culture—Pathway 1A

Through this strand students become aware of the place of cultural value systems in using and analysing language and generating their own language; in observing the actions and viewpoints of others; and in interacting with people from diverse cultures. In • KC1 • KC4

The emphasis in this strand is on developing students’ understanding of the interdependence of language and culture, how cultural concepts and perspectives are manifested in language, and the cultural principles and practices that influence communication in the target language.

In • C

In the Middle Years students expand their knowledge of cultural concepts and processes through investigation and analysis of texts and through personal engagement with speakers of the target language. Id • In • C • KC1. They learn to recognise how cultures operate as dynamic systems of perceptions, practices and products that vary according to place and time.

F • In. They make comparisons and connections with their own cultural experience, and develop an understanding of how diverse cultures and communities view their world. In • KC1

Students explore depictions of peoples and cultures in texts, develop a sense of their own identity and recognise the power of cultural and linguistic diversity. They demonstrate an understanding of the dynamic and multidimensional nature of identity of individuals and groups. Id. They work collaboratively with others, demonstrating both the capability to engage with a diversity of opinions and a respect for cultural diversity in interactions with others. In

Following is the Key Idea that comprises the understanding culture strand in Pathway 1A.
Strand: understanding culture—Pathway 1A

Key Idea

Students demonstrate understanding of and respect for the values and practices of diverse groups and recognise the importance of cultural understandings now and in the future. F • Id • In • KC1 • KC2

This includes such learning as:

- developing a critical approach to understanding their own culture and identity and cultural diversity, including making comparisons and connections between cultures Id • In • KC1
- being critically aware of the value of cultural understanding in the global community and in future possibilities, and considering their part in it F • KC1
- applying knowledge of cultural concepts and ways of thinking and learning about culture T
- analysing cultural identity in relation to concepts of community and nationhood, ethnicity, and geographic, socio-economic and political identities F • In • KC1
- recognising and appreciating diversity within and across cultures F • In • KC1
- recognising the origins and importance of values and beliefs that underlie and influence patterns of verbal and non-verbal behaviour (eg politeness, personal space, respect for elders) In • F
- assessing the interdependence of such aspects as food and agriculture, seasons and celebrations, and social hierarchies; and the value cultures assign to these In
- evaluating the history and influence of the target culture within the Australian community and the region. In • KC1

At Standard 2, towards the end of Year 4, the student:

2.6

Identifies cultural values expressed in social interactions and demonstrates awareness of diversity in cultural practices and values. F • Id • In

Examples of evidence include that the student:

- observes the significance of particular cultural practices in language activities In
- identifies expressions of cultural identity (eg in stories, social conventions and etiquette) Id • KC1
- recognises ways cultural values are expressed (eg titles, personal names, family relationships, gender, formality) In
- identifies concepts within cultural practices (eg time, history, cycle of seasons and environment). Id
At Standard 3, towards the end of Year 6, the student:

Identifies and compares how significant cultural practices are expressed across cultures.  
**F • Id • In • KC1**

Examples of evidence include that the student:
- relates aspects of culture, language and identity in texts (eg forms of address) **Id • In • KC1**
- identifies the significance of concepts in how meaning is conveyed (eg manners, respect, politeness) **Id • In**
- identifies relationships between values and practices across cultures. **In • KC1**

At Standard 4, towards the end of Year 8, the student:

Identifies references to cultural identity, values and practices in texts.  
**F • Id • In • T • KC1**

Examples of evidence include that the student:
- identifies stereotypes about cultures in texts **In • T**
- compares patterns of interaction and behaviour in everyday life (eg relationships between people) **In • KC1 • KC2 • KC5**
- identifies references to cultural values and practices in texts **Id • In • KC1**
- explains practices and products valued in the culture (eg aspects of faith, seasonal celebrations). **F • In • KC2**

At Standard 5, towards the end of Year 10, the student:

Recognises and responds to representations of cultural identity, values and practices in text.  
**F • Id • In • T • KC2**

Examples of evidence include that the student:
- recognises cultural values and practices as products of their time and place **F • Id • In • KC1**
- appraises perspectives about aspects of the culture **In • KC1**
- recognises alternative positions on issues across cultures **F • In • KC1**
- challenges stereotypes about cultural values **In • T**
- reflects on own changing values and identity in expressing opinions about culture. **F • Id • KC1 • KC2**
South Australian Curriculum, Standards and Accountability Framework

Middle Years Band — Languages (non-alphabetic)
Languages (non-alphabetic)

Pathway 1B

Second language learners 8–12
Through the study of languages, students gain knowledge, skills and dispositions that enable them to communicate and to analyse the power that comes from communicating successfully. KC1 • KC2 They learn language and strengthen their skills in the sociocultural and critical dimensions of literacy, numeracy and information and communication technologies. They learn about cultures and make comparisons across cultures in understanding issues of identity and global interdependence. Id • In • C • KC1

In both language using and language learning the emphasis is on developing students’ capability to communicate effectively in the target language and on developing their understanding of language and culture, so that communication and language development take place in linguistically and culturally appropriate ways. KC2 In addition, as students develop the capability to move between languages and cultures and make comparisons, they extend their understanding of language and culture in general, thereby increasingly recognising the power of language. C

This Learning Area is organised around three strands which reflect the nature of learning languages and cultures; they are as follows:

● communication
● understanding language
● understanding culture.

These three strands are interdependent and, taken holistically, form an integrated concept of both language using and language learning, as well as reflection. While all three strands are integrated in language use, at times a particular focus on one strand will be required for explicit teaching and learning purposes.

**Literacy, numeracy and information and communication technologies in languages**

Through languages, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in
different contexts. This learning is evident as students develop an understanding of the systems of grammar, speech and writing of the target language and develop a specialised language to describe their learning. Learners make connections and comparisons across languages through text analysis, construction and reconstruction. Learners develop awareness of diverse ways of thinking and expressing ideas and information, including understanding how meaning is contextually determined.

In non-alphabetic writing systems learners also focus on developing systematic knowledge of the writing system, which requires a different type of analysis in developing understanding of non-alphabetic representations of sound and meaning and how the orthographic system is organised and constructed. Learners focus on developing overall awareness of relationships within the writing system, as well as relationships between the language and English or their first language.

Learners develop and use operational skills in numeracy to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in languages when children use and understand pattern, order and relationships within the target language. It is also evident when learners develop understandings of concepts such as time, number and space within different cultural practices.

Learners develop and use operational skills in information and communication technologies to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in languages when, for example, children use digital and electronic technologies to construct and deconstruct text, and access texts via the Internet.
Strand: communication—Pathway 1B

Through this strand students develop the capability to communicate effectively using various combinations of the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in the target language. The Key Ideas and Standards are presented through the skills of listening, speaking, reading and writing.

In the Middle Years students collaborate with others to generate and exchange information and solve problems. They engage with a diversity of opinions and demonstrate awareness of cultural diversity in interactions with others. They infer, decipher, compare and contrast patterns in language, and identify and demonstrate reasoning about connections among language concepts. Students develop a sense of their own identity and recognise the dynamic and multidimensional nature of identity of individuals and groups by exploring how peoples and cultures are represented in text.

Students engage with the target language in a structured environment that supports both language using and language learning. Their language use focuses on their own experiences, including their personal world, home and school, interests, aspirations and activities extending to the world of their community and society, the local environment, and environments in which the target language is used.

Students listen to, view and read texts and interact with texts that are simple and generally contain familiar concepts. Texts for reading are factual or imaginative (eg narratives, short stories and descriptions of people, places and events), and include concept maps, visual cues and vocabulary lists to assist comprehension. Authentic texts are limited in scope, containing ideas in familiar contexts (eg letters and e-mail, posters, advertisements, and short texts from media and literature), both in print and online.

Communication involves students experimenting with language and exploring concepts drawn from other Learning Areas. They work individually as well as in groups or teams to share personal information and ideas. Learning is supported by focusing on appropriate linguistic structures and ways of conveying meaning, and by developing learning skills to access information (eg from electronic and print dictionaries and multimedia resources).

Students engage in structured oral interaction in experientially familiar classroom, social and public settings, and begin to write their own texts independently. They communicate information about themselves; their personal, social and educational environment; knowledge of the cultures of communities where the target language is used; and concepts drawn from other Learning Areas.

Students learn about languages and how writing systems represent sounds and meanings in diverse ways. They develop awareness that some writing systems use different sets of symbols to represent sounds as syllables, in contrast to alphabets that are composed of letters.
They learn about the functions of different writing systems and how alphabets, syllabaries (kana symbols) and logographs (characters and kanji) convey sound and meaning. In

They read texts with a focus on developing sound-symbol correspondences, deciphering sound and meaning in texts divided into word groups and supported by word lists, charts or glossing in pinyin/furigana. In • C • KC1 • KC6 They write their own texts, relying on word lists to access vocabulary, and use a variety of media to practise writing and to present ideas and share meaning with others. C • KC2

In Japanese they write texts in hiragana and katakana with access to kana charts, and write kanji where appropriate relying on kanji lists. They recognise kanji related to school, shopping, time and seasons, place names, and personal relationships and activities.
In • T • C • KC1 • KC2

In Chinese they write texts in characters, relying on vocabulary lists and dictionaries to extend their vocabulary into new contexts. They recognise characters related to key concepts (eg health and fitness, personal, school and social life, interests and abilities, transport and travel), and syntactic elements/grammatical morphemes. In • T • C • KC1 • KC2

They recognise key phrases related to instructions and signs (eg 姓名, 性别, 出身日期/地点, 住址, 职业, 营业, 禁止入内, 售票处, 询问处) and culturally significant phrases (eg 恭喜发财, 万事如意, 心想事成, 一路平安), including some in traditional characters. In • Id • T • C

Following are the Key Ideas that comprise the communication strand in Pathway 1B.
Strand: communication—Pathway 1B

Key Idea

Listening

Students listen to and interact with others to make meaning and learn about the target language. They collect and organise information, and share findings with others. $T \cdot C \cdot In \cdot KC1 \cdot KC2 \cdot KC6$

This includes such learning as:

- listening for understanding when others are speaking, including listening to identify the purpose and key ideas in words, sentences and short spoken texts $T \cdot C$
- applying processes for deciphering meaning in texts and for identifying and classifying information (e.g., using visual supports and concept maps to assist comprehension) $T \cdot KC1$
- responding to questions and instructions in classroom activities $C \cdot KC2$
- thinking about and contributing to structured class discussions on aspects of language and culture in texts $T \cdot KC2$
- engaging in conversations by responding to greetings and requests, and to the opinions and ideas of others, in verbal and non-verbal ways $C \cdot KC2$
- identifying relationships between speech and writing by associating spoken language with appropriate romanised words, symbols and characters in text. $In \cdot T \cdot KC1$

At Standard 2, towards the end of Year 4, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.
As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 3, towards the end of Year 6, the student:

4.1 Identifies key ideas in texts to collaborate in activities and share meaning with others.

Examples of evidence include that the student:

- identifies the purpose of a text (eg a statement, a request, a question) C • KC1
- identifies and classifies items of information T • KC1 • KC5
- responds to questions about self, home life and interests Id • C • KC2
- works in teams in response to instructions or requests. In • KC4

At Standard 4, towards the end of Year 8, the student:

At Standard 5, towards the end of Year 10, the student:

5.1 Makes connections between the main ideas and supporting detail in texts to make decisions. In • T • C • KC1

Examples of evidence include that the student:

- distinguishes the purpose of a text (eg announcement, description) C
- identifies roles and relationships between participants In
- identifies key items of information (eg points of view, sequences of events, reasons for decisions) C • KC1
- demonstrates connections between ideas (eg notions of time and place) T • KC2
- responds by sharing a personal view or opinion with others. In • C • KC2
Strand: communication—Pathway 1B

Key Idea

Speaking

Students engage in interactions in familiar settings to share meaning and to explore the different purposes of communication. Id • C • KC2

This includes such learning as:

- using and reflecting on culturally appropriate speech and polite social behaviour in familiar contexts (eg greeting adults, expressing thanks, describing self) Id • KC2
- paying attention to sound articulation in connected speech in making meaning C
- experimenting with language by substituting aspects of the language to express their own meaning C • KC2 • KC6
- using the language in performance (eg in role-play), including the use of paralinguistic devices to enhance audience comprehension (eg gesture, facial expression) In • C • KC2
- working in teams to present structured role-plays or construct multimedia presentations, simulating real-life contexts C • KC4
- engaging in conversations and giving short presentations on personal topics, using rehearsed language. C • KC2

At Standard 2, towards the end of Year 4, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.
At Standard 3, towards the end of Year 6, the student:

Builds relationships and presents information in social interactions.

Examples of evidence include that the student:

- formulates and responds to factual questions to access information and services (e.g., time, place, quantity)
- uses modelled sentence patterns to express own ideas
- responds appropriately in interactions (e.g., taking turns, acknowledging, agreeing)
- works in teams to plan and present texts to others (e.g., role-play).

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 4, towards the end of Year 8, the student:

Builds relationships and presents information in social interactions.

In • C • KC1 • KC4

Examples of evidence include that the student:

- formulates and responds to factual questions to access information and services (e.g., time, place, quantity)
- uses modelled sentence patterns to express own ideas
- responds appropriately in interactions (e.g., taking turns, acknowledging, agreeing)
- works in teams to plan and present texts to others (e.g., role-play).

In • KC2 • KC4 • KC6

At Standard 5, towards the end of Year 10, the student:

Works cooperatively to share ideas and opinions with others. In • C • KC2

Examples of evidence include that the student:

- applies verbal cues to initiate and conclude an exchange or presentation
- asks for repetition, rephrasing and clarification to sustain the interaction
- selects appropriate structures to elaborate meaning (e.g., using adjectives, time phrases)
- asks and responds to factual, open-ended questions (e.g., why, how)
- expresses a personal reason, opinion or feeling in conversation.
Strand: communication—Pathway 1B

At Standard 2, towards the end of Year 4, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

Key Idea

Reading

**Students view, read and interact with texts to interpret meaning in familiar contexts.** T • C • KC1 • KC2

This includes such learning as:

- recognising that reading involves identifying the purpose and context, and key information and ideas C
- understanding that language-in-text takes particular forms and follows particular conventions T
- recognising that reading for meaning goes beyond direct translation T • C
- interpreting visual information and using concept maps to identify and classify information T • KC1
- using a range of methods to record and display information (eg charts, animation, speech bubbles, captions) T • C • KC2
- participating in reading and making predictions about the development of ideas T
- differentiating between symbols/writing systems when determining how to decipher sound and meaning (eg between pinyin/romaji and English, between kanji and kana systems) In • T • KC6
- using a range of CD-ROMs and electronic sources of information to learn about the language, and to access information in the language. C • KC7
At Standard 3, towards the end of Year 6, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 4, towards the end of Year 8, the student:

4.3

Searches for information to collaborate in activities and share meaning with others. T • KC1

Examples of evidence include that the student:

- identifies key points of information or main ideas in texts C • KC3
- selects from options to complete a task (e.g., filling in gaps, matching items, matching captions to images) T • C • KC1
- reads words aloud showing knowledge of sound-symbol correspondences C
- uses available resources (e.g., glossing, word list/chart) to assist in comprehending text. T • KC3

At Standard 5, towards the end of Year 10, the student:

5.3

Organises and analyses information in texts to make decisions. T • KC1

Examples of evidence include that the student:

- distinguishes the purpose and identifies features of the text type (e.g., a letter, magazine article, advertisement) C
- searches for relevant information to complete a task (e.g., identifies main ideas or sequence of events in texts) C • T • KC3
- responds by making decisions or plans based on information obtained T • KC3
- infers the specific meaning of low frequency characters/words from contextual clues. T • KC6
Strand: communication—Pathway 1B

Key Idea

Writing

Students begin to write their own texts, with support, to communicate ideas and explore different forms of communication. T • C • KC2

This includes such learning as:

- recognising that effective written communication is influenced by purpose and context, and involves engaging the interest of the reader in, for example, a letter or a poster In • C
- experimenting with language and varying or substituting aspects of the content to express their own meaning T • C
- using a range of methods to support communication of ideas (eg illustrations and graphics) C • KC2
- writing imaginatively in different contexts (eg a card, message, poster, map) C • KC2
- recognising conventions of the writing system (eg stroke number, order and direction, squared paper, punctuation)
- accessing appropriate symbols/characters by referring to charts and lists to communicate ideas and information. T • C • KC2

At Standard 2, towards the end of Year 4, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.
At Standard 3, towards the end of Year 6, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 4, towards the end of Year 8, the student:

4.4  

**W**rites personal messages to convey information to others.  
Id • T • C • KC2

Examples of evidence include that the student:

- uses models to structure and sequence the message C • KC3
- conveys information in sentences containing one or two main points C
- forms symbols or characters with attention to stroke structure and proportion when referring to charts or lists C
- sequences a set of symbols/characters to make own meaning in a word, phrase or sentence T • C • KC2

At Standard 5, towards the end of Year 10, the student:

5.4  

**C**onveys personal messages, and shares information and experiences with others.  
Id • T • C • KC2

Examples of evidence include that the student:

- uses models to apply text conventions (eg title, heading, letter format) C • KC3
- orders words correctly in simple sentences and links ideas using connectives (eg and, but, also, because) C
- writes characters/symbols with attention to strokes and components, when writing from memory C • KC2
- uses appropriate format conventions to present a message (spacing, squared paper, punctuation) C • KC2
- uses available resources to access appropriate vocabulary and extend the message T • C • KC1 • KC2
Strand: understanding language—Pathway 1B

Through this strand students engage with a range of increasingly complex texts, with an explicit focus on the form which language takes. The emphasis in this strand is on developing students’ understanding of the nature of language, through analysis of its structure in the context of purposeful use, and on how language works as a vehicle for increasing students’ communicative potential. In • T • KC1 • KC2

In the Middle Years students learn structures and features of the systems of grammar and of speech and writing in order to develop an understanding of how the language works to create meaning in a range of contexts. C • KC6 They make comparisons and draw connections between languages and within the writing system, and develop overall literacy across languages. T • C • KC1 They recognise that languages represent patterns which can be organised and applied in new contexts. T • KC5 • KC6 They appreciate the connections between language, culture and identity, across communities, and the potential of language learning for their future. In • F

Students learn that other writing systems exist besides alphabets, and that languages use diverse ways of constructing words and representing sounds and meanings. They recognise that signs and symbols are part of everyday life, and represent alternative and efficient ways of conveying sound and meaning. In • T

They develop awareness of the function of different writing systems, and recognise that writing systems convey sounds and meanings in diverse ways (eg English alphabet, Japanese romaji, Chinese pinyin, kana symbols and characters). They learn to explore and make connections between features of the writing system, to decipher how sound and meaning are presented in symbols, and how the writing system is applied in making meaning.

They learn to recognise symbols as representations of sound, and to associate sounds in the language with appropriate romanised representations (romaji/pinyin), kana symbols and/or characters. In • T • KC1 In Chinese they learn to recognise specific letters as different representations of sound (eg x, q, zh, c) and in Japanese they learn to relate new kana symbols to known objects to remember their sounds (eg き (ki) looks like ‘a key going in a hole’).

They learn how characters represent meaning by relating characters to pictures representing related sets of objects and ideas (eg 人, 目, 山, 火, 日, 月, 羊, 魚, 大, 小, 明, 男, 好) and by exploring relationships between characters/components in the system (eg 人-大-天, 木-本-禾). In • T • KC1 They focus on increasing their knowledge of the form, sound and meaning of characters by exploring relations between components and characters in the system. They develop and apply mnemonic devices to identify the form, sound and meaning of characters. They identify visual clues, making pictures to associate with the form of characters/components, and create storylines by naming component parts of characters and associating the parts with the meaning of the whole character (eg ‘birds’ fly after daybreak ‘日’ for 昼, ‘a sacred cow at the temple’ 寺 ‘for 牛’). In • T • C • KC1 • KC6

They focus on developing knowledge of form and structure of symbols and characters by practising writing, and use a variety of media to engage in artistic activities that draw attention to the visual characteristics of elements of the writing system. In • C • T • KC2
They develop skills in drawing connections with known vocabulary to learn new characters, and decipher meaning in text. They explore content in texts drawn from authentic sources to develop skills in deciphering and interpreting meaning in situations where the whole message may not be understood. **T • KC6** In Chinese they view texts in simplified and full forms for comparison. In Japanese they view texts in full kana and with kanji to appreciate the efficiency and value of kanji use. **T • KC1**

Following is the Key Idea that comprises the understanding language strand in Pathway 1B.
Strand: understanding language—Pathway 1B

Key Idea

Students learn to appreciate diversity in language systems, and to identify patterns and reflect on concepts in grammatical and writing systems. They learn how language can be used for exchanging meaning and for learning, and as the medium through which knowledge and values develop, and future possibilities are expressed. F • T • C • KC5

This includes such learning as:

- understanding and using rules that exist in language use (eg for word order and sentence construction) T • C
- recognising how language works in culturally specific ways to create meaning In • C • KC1
- understanding that variants exist within the oral language (eg accent or dialect) T • C
- discerning patterns in language use, and making observations about how texts work, including the different functions of structures and the features of text types (eg narrative) T • C • KC1 • KC5
- applying patterns in language use when composing their own meaning by connecting ideas and linking sentences (to form a paragraph) T • C • KC3
- conceptualising language learning and use, in order to understand explanations and participate in discussions about how language works T • KC2
- appreciating that knowledge of the grammatical and writing systems is necessary for effective learning, comprehension and construction of meaning T
- recognising that grammatical concepts have particular functions (eg to elaborate the message or organise ideas) and form part of the overall system of the language C
- appreciating that acronyms and jargon represent convenient ways of communicating among groups with shared knowledge C • KC2
- observing that languages do not translate directly, and that languages operate in culturally specific ways to create meaning In • T
- developing strategies for internalising new language, including ways to decipher unknown words from context, through the use of bilingual dictionaries and by analogy with known language T • KC6
- consciously applying basic rules of sentence construction in their own speech and writing T
- discovering influences across languages (eg loan words, shared writing systems such as the English alphabet, pinyin and romaji; and Chinese characters and kanji) In • C • KC1
- responding to questions to demonstrate awareness of aspects of the writing system and language and culture in texts T • C • KC2
- comparing languages by observing how sounds and meanings are expressed in diverse written forms In • T • KC1
- observing that characters/symbols represent particular sounds or meanings and can be associated with oral vocabulary In • T • KC1
At Standard 3, towards the end of Year 6, the student:

4.5

Identifies and describes patterns and features of the language and compares how meanings are expressed across languages.

Examples of evidence include that the student:
- recognises ways text is presented according to purpose (e.g., captions, labels, dialogues, letters, cards, calligraphy) T
- recognises how questions and statements are formed T C
- identifies language forms used for, for example, describing events and stating time and place T C
- identifies strategies for memorising the form, sound and meaning of symbols and characters in writing systems, T C KC6

At Standard 4, towards the end of Year 8, the student:

5.5

Analyses and applies patterns in spoken and written language.

Examples of evidence include that the student:
- deciphers meaning using contextual knowledge and textual resources T KC1
- applies linguistic structures to extend their own meaning (e.g., time markers, adverbs, adjectives) T C
- analyses the function/meaning of symbols/characters in text T KC1 KC2
- applies strategies for recalling the form of symbols/characters in constructing own texts T C KC2 KC6

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

- recognising that the precise sound and meaning of each symbol/character must be learned individually T
- recognising the use of romaji/pinyin as a tool for representing the sound of a symbol/character in a familiar form T
- using a variety of media to practise writing and symbol/character construction, including copying characters in squares T C KC2
- recognising and applying the conventions of the writing system, including stroke movements, order and direction, character structure, balance and proportion KC2
- identifying key strokes, and differentiating strokes with extra movements (e.g., 四, hooks 勾 and curves 九, flick strokes 捺, 弯) T C KC1
- following rules for stroke movements, direction and order to predict the number and sequence of strokes in a character T KC2
- discriminating between characters/components of similar form (e.g., 土-十, 九-九, 刀-刀, 人-入, 八-八, 见-见, 贝-贝, 住-住) T KC1
- observing the number, sequence and location of components in a character (e.g., 湖, 宝, 心) T
- exploring connections between characters by relating component parts (e.g., identifying components omitted, selecting from options to construct characters, classifying characters by their common components such as 信-信, 意-意, 茶-茶) T KC1 KC6
- identifying connections between the sound or meaning of known characters/components and the sound or meaning of other characters in which they appear (e.g., 子, 字, 学) T KC6
- identifying characters/symbols by their context (e.g., as a label on an item, or as a caption to a picture) T KC6
- matching characters to their pictographic origins (e.g., matching 水 to water, 山 to mountain)
- creating or applying mnemonic devices to help recognise the forms and sounds and/or meanings of symbols/characters (e.g., identifying visual clues or creating stories to relate form to sound/meaning) T KC6
- viewing websites and word processing programs in the language to explore the way the language is used to communicate
- playing interactive CD-ROM games which focus on developing their communicative potential and their understanding of the writing system T • C
- using romaji/pinyin input methods in word processing programs to select characters/symbols to include in communicative texts T • C • KC7
- using resources, models, word lists and references to comprehend and compose texts and to learn about the language T • C • KC6
- referring to wallcharts for rules for stroke order and direction, and for the sounds and forms of kana symbols T • C
- developing and maintaining lists of key vocabulary, classified in logical/topical groups. T

In Japanese:
- identifying the form and sound of kana symbols by referring to kana charts T • C
- using visual mnemonics (eg associating the form of kana symbols with objects of similar (initial) sounds in English, to learn their sounds—き (ki) looks like 'a key going in a hole') In • T • KC6
- differentiating which systems symbols belong to, and recognising differences in the form and function of hiragana and katakana (あ, ア) In • T • KC1
- focusing on sound-symbol correspondences to put a spoken word or phrase into appropriate written form T • C • KC2
- sounding out strings of hiragana and katakana to decipher meaning of words and phrases in text T • C • KC6
- using knowledge of script and spelling conventions to read and write new words and phrases in kana T • C • KC2
- recognising when hiragana, katakana and kanji are appropriate in constructing their own text T • C • KC2
- maintaining kanji lists to enhance their ability to apply kanji in communicating ideas
- exploring the application of loan words and transliterations in Japanese (eg Australia オーストラリア, computer コンピューター, Internet インターネット, coffee 咖啡 / コーヒー, personal names マリ, ピーター), and how words are expressed in romaji (eg Tōkyō, Ōsutoraria). In • T

In Chinese:
- paying attention to tone when reading text aloud
- accessing vocabulary in characters by referring to character or word lists KC1
- exploring the application of loan words and transliterations in Chinese (eg Australia 澳大利亚, Internet 因特网, coffee 咖啡, personal names 玛丽, 彼得), and how place names and personal names are expressed in pinyin (eg Mo’er’ben, Beijing, Deng Xiaoping).
Structures and conventions of the writing system

Developing understanding of languages in this Band includes learning the following specific structures and conventions of the writing system:

- that words may be represented by one or more characters or symbols
- that a character represents a sound and meaning, and a kana symbol represents a sound only
- that characters/kana are composed of a series of strokes, which are written in a set direction and sequence
- that there is a limited range of basic strokes, and more complex strokes containing additional movements (e.g., angles, hooks, and curves) and flick strokes
- that balance and proportion are important aspects in writing characters and symbols
- that characters may be a single component—a basic character; or a sequence of components—a compound character
- that basic (single unit) characters are the building blocks for compound characters
- that compound characters have a range of structures, namely left right, top bottom, and enclosed
- that some components occur regularly in characters, and may be located in different parts of a character, and may vary in form, depending on location (e.g., 心, 人, 明)
- that many basic characters originated from ancient pictographs that have undergone substantial transformation to become symbolic representations of known objects (e.g., 日, 月, 人, 田), of simple ideas (e.g., 大, 小, 上, 下, 中, 力), or composite ideas (e.g., 明, 男, 好), or are purely abstract representations (e.g., 西, 南, 売, 先)
- that some key components are present in characters of similar classification (e.g., act as radicals or semantic components such as 木 in 検子, 学校; 在 in 近, 道; い in 活, 洗)
- that some characters of similar sound have a common (phonetic) component (e.g., 時, 持)
- that there are punctuation conventions in other writing systems (e.g., , , 「」, 、, 、).

In Japanese:

- that three writing systems are used in Japanese
- that hiragana and katakana are phonetic symbols derived from kanji
- that there are spelling conventions of hiragana and katakana: a) が and ぱ sounds, b) expressing long vowels (e.g., う 'wu' for a long お 'o' sound), c) small や 'ya', ゆ 'yu', よ 'yo' combined with others to produce new sounds, d) double consonants by using a small つ 'tsu', e) some particles spelt as an exception to the original phonetic values (e.g., the topic particle は 'wa' is spelt 'ha')
- that hiragana are used to represent in (most cases) such function words as particles (は, を, に, で). verb (conjugation) endings and so on
- that katakana are used to represent words of western origin, and onomatopoeic words (コーヒー, ホテル)
that furigana is used as a tool for sounding kanji and relating them to words known in speech

that kanji retain Chinese phonetic value (On readings) as well as having native Kun readings

that On readings are generally used in compound words, and Kun readings for single kanji

that kanji are used to represent such content words as nouns, and adjective, adverb and verb roots

that kanji have different pronunciations depending on the linguistic environment (eg that 日 is pronounced ひ on its own, while in the word Sunday 日曜日, the first 日 is ‘ひち’, the second 日 is ‘び’, ; that 大人 is pronounced otana/daijin, 明日 ashita/asu, 今日 kyo/konnichi)

that romaji is used as an input tool for word processing in Japanese.

In Chinese:

that pinyin can be used to learn the sounds of characters and words in Chinese

that words presented in pinyin include a diacritic/tone mark to highlight the appropriate tone of the character in speech

that characters do not provide any indication of tone

that in reading text aloud attention must be given to tone to ensure correct meaning is conveyed

that the characters they learn are modern simplified forms, and traditional forms of many characters exist and are actively used in the community (龍, 鳳, 國, 漢, 發)

that pinyin is used as a tool for sounding characters and relating them to words known in speech, and is used as an input tool for word processing in Chinese

that some characters have more than one sound, and thus represent more than one meaning (eg 觉得, 睡觉, 和, 暖和)

that many characters and common components have traditional or more complex forms that provide useful information about character origins, meanings and relationships (eg 會, 說, 學, 難, 應).

Structures and conventions of the grammatical system

Developing understanding of languages in this Band includes learning the following specific structures and conventions of the grammatical system:

that constructing concepts referring to people and things and building and varying the message require using:

- nouns, including compound nouns, and nouns referring to activities and processes
- pronouns to refer to people and things, including personal, demonstrative, possessive, indefinite and interrogative pronouns
- determiners to identify what is being talked about, both specific and general
- modifiers including adjectives and nouns to describe the quality or colour, or to classify or compare things, or add emphasis
- possessive structures to indicate possession or association
- quantifiers to talk about quantities and amounts (eg all, several) and comparatives (eg some, few)
- cardinal numbers to refer to an exact number of things
- ordinal numbers to refer to a sequence of things
- fractions, measurements and approximations
- qualifiers to expand the noun group (eg prepositional phrases, adjectives and coordination)
- verbs to talk about actions, thoughts, feelings and to relate information (eg to be, to have)
- complementation to describe and identify actions and items
- mood, declarative statements, interrogative questions, imperative orders
- negative statements
- modals to indicate attitude, possibility, ability, likelihood and permission; and to make requests and express intentions

- that expressing time, manner or place requires using:
  - simple and continuous tenses, the present, the past, and the future
  - additional tenses, including perfect, continuous, passive infinitive
  - time expressions (eg clock time, dates)
  - expressions of frequency (eg often, never) and duration (eg always, briefly)
  - adjuncts to indicate circumstances
  - adverbs to give information about manner and degree
  - prepositions to give information about time, place and direction (eg in, at, on, to, into)

- that combining, structuring and making cohesive and coherent messages require using:
  - subordination, using adverbial clauses to indicate time (eg when, before, since), reason (eg because), result (eg so that), condition (eg if), concession (eg although)
  - relative clauses including pronouns to give further information about a person or object (eg that, which, who)
  - past and present participles to relate actions
  - coordinating conjunctions and prepositional phrases and to link related ideas (eg and, but, then)
  - referring back or referring forward (eg this, that, if so, such)
  - ellipsis (ie leaving out a word)
  - the passive voice to focus on the thing affected
  - cleft sentences to take the focus off the subject, to describe places or situations, or to comment on actions and experiences (eg the impersonal ‘it’ as subject)
  - additional information structures (eg addressing people)

- that reporting what people say or think requires using:
  - reporting verbs to indicate the purpose of speaking (eg think, know, answer, invite)
  - quote structures to report someone’s actual words and direct speech (eg argue, agree, tell)
  - report structures and indirect speech.
Strand: understanding culture—Pathway 1B

Through this strand students become aware of the place of cultural value systems in analysing and in generating their own language, in observing the actions and viewpoints of others, and in interacting with people from diverse cultures. The focus in this strand is on developing students’ understanding of the interdependence of language and culture, how cultural concepts and perspectives are constructed by and manifested in language, and the cultural principles and practices that influence communication in the target language.

In the Middle Years students develop an appreciation of cultural concepts and processes in a range of texts, and develop an understanding of culture as a dynamic system of perceptions, practices and products. They make comparisons and connections between their own cultural experience and the culture of communities where the language is used, and develop an awareness of how people across cultures view their world.

They work with others to develop an awareness of cultural diversity, and that cultural values and practices may be shared or may differ within and across cultures. They understand that others have feelings and ideas, and respond appropriately in classroom and community interactions with members of diverse communities. They recognise the potential benefits of cultural understanding in their own future.

Following is the Key Idea that comprises the understanding culture strand in Pathway 1B.
**Key Idea**

**Students identify connections between cultural values and practices and language use. They explore relationships between individuals, families and communities and concepts of identity in diverse cultural settings.**

Id • In • KC1

This includes such learning as:

- valuing diversity and engaging with it in their immediate environment Id
- recognising that awareness of cultural diversity and the ability to work collaboratively with people from different cultural backgrounds enhances future options In • F • KC4
- identifying how cultures generally follow rules of what to say and do, and when and where
- recognising that there are reasons for distinctive practices and values across cultures
- recognising ways cultures change over time (eg in food, dress, lifestyle and work options), and in the language of everyday social interaction Id • In • KC1
- understanding the values and beliefs that influence social interaction and language use across cultures Id • In
- reflecting on aspects of the culture viewed through using a range of media (eg television programs, video recordings, magazines, film, literature and art), including online Id • KC7
- understanding culturally significant attitudes and beliefs that are related to celebrations and rituals, work, study and leisure Id • In
- developing a personal perspective on patterns of life in diverse communities, making comparisons between their own experiences and life in communities where the language is used Id • KC1
- identifying aspects of cultural values, practices and human experience that are shared across cultures (eg a sense of community, faith and worship). In

**At Standard 2, towards the end of Year 4, the student:**

- No Outcomes at this Standard.

**As this Pathway begins at Year 8, there are no Outcomes at this Standard.**
As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 3, towards the end of Year 6, the student:

4.6 Identifies and compares how significant cultural practices are expressed across cultures. F • Id • In • KC1

Examples of evidence include that the student:
- relates aspects of culture, language and identity in texts (eg forms of address) Id • In • KC1
- identifies the significance of concepts in how meaning is conveyed (eg manners, respect, politeness) Id • In
- identifies core values and practices across cultures In • KC1
- identifies and describes patterns of cultural behaviour and expression across cultures. Id • KC1 • KC2

At Standard 4, towards the end of Year 8, the student:

5.6 Identifies references to cultural identity, values and practices in texts. F • Id • In • T • KC1

Examples of evidence include that the student:
- identifies stereotypes about the culture in texts In • T
- compares patterns of interaction and behaviour in everyday life (eg relationships between people) F • In • KC1 • KC2 • KC5
- reflects on ways culture is interpreted by others (eg how stereotypes influence perceptions) F • Id • In • KC1
- explains practices and products valued in the culture (eg aspects of faith, seasonal celebrations) In • KC2
- identifies references to cultural values and practices in text.
Languages (non-alphabetic)
Pathway 2A
Background learners R–12
Through the study of languages, students gain knowledge, skills and dispositions that enable them to communicate and to analyse the power that comes from communicating successfully. KC1 • KC2 They learn language and strengthen their skills in the sociocultural and critical dimensions of literacy, numeracy and ICTs. They learn about cultures and make comparisons across cultures, in understanding issues of identity and global interdependence. Id • In • C • KC1

In both language using and language learning the emphasis is on developing students’ capability to communicate effectively in the target language and on developing their understanding of language and culture, so that communication and language development take place in linguistically and culturally appropriate ways. KC2 In addition, as students develop the capability to move between languages and cultures and make comparisons, they extend their understanding of language and culture in general, thereby increasingly recognising the power of language. C

This Learning Area is organised around three strands which reflect the nature of learning languages and cultures; they are as follows:

- communication
- understanding language
- understanding culture.

These three strands are interdependent and, taken holistically, form an integrated concept of both language using and language learning, as well as reflection. While all three strands are integrated in language use, at times a particular focus on one strand will be required for explicit teaching and learning purposes.

**Literacy, numeracy and information and communication technologies in languages**

Through languages, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in
different contexts. This learning is evident as students develop an understanding of the system of the target language and develop a specialised language to describe their learning. Learners make connections and comparisons across languages through text analysis, construction and reconstruction. Learners develop awareness of diverse ways of thinking and expressing ideas and information, including understanding how meaning is contextually determined.

In languages with non-alphabetic writing systems learners also focus on developing systematic knowledge of the writing system, which requires a different type/additional level of analysis. In developing understanding of non-alphabetic representations of sound and meaning, of how the orthographic system is organised and constructed, learners focus on developing overall awareness of relationships within the system, as well as making comparisons between their first language and English or other languages.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in languages when students use and understand pattern, order and relationships within the target language. It is also evident when learners develop understandings of concepts such as time, number and space within different cultural practices.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in languages when, for example, students use digital and electronic technologies to construct and deconstruct text, and access texts via the Internet.
Strand: communication—Pathway 2A

Through this strand students develop the capability to communicate effectively using various combinations of the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in the language. C • KC2 Aspects that are drawn together within this strand include the purpose, context and processes of language use, texts, and general knowledge. T The Key Ideas and Standards are presented through the skills of listening, speaking, reading and writing.

In this Band students think critically about communicating, relating and interpreting ideas and perspectives, and participate in collaborative interactions to present points of view in order to make decisions and solve problems. In • C • KC1 They collect and organise information in order to understand and develop the specialised language for a range of learning and social contexts. T • C They express their own views and opinions in interpreting representations of youth and contemporary issues in various media, and reflect upon diverse ways of living, working and relating to others. Id • In • C • KC1 • KC2

Students learn in a rich language environment, with a focus on the world of texts and other people’s experience. They interpret texts and extend, connect and apply their learning in new contexts. T • C • KC1 • KC6 Contexts include their own physical, social, educational and local environment; and the world of learning and knowledge. Topics are drawn from or related to other Learning Areas; the world of work, leisure and entertainment, including popular culture; and extend to areas of topical interest such as the environment, social issues, and lifestyle in communities where the language is used. In • C

Students listen to, view, read and respond to a range of authentic texts, including texts from the media and literature (eg factual and imaginative texts, youth magazines), and texts related to other Learning Areas. KC2 Texts for listening include exchanges between native speakers in real-life settings, and public broadcasts and audiovisual resources such as educational and entertainment programs, films, documentaries and websites. T They explore evaluative language and how it can be used to express viewpoints and position readers. T • C • KC2

Communication involves opportunities for students to interact with each other or to present or exchange personal information, and to gather, process and use information to debate on issues in society and popular culture. Id • In • C • KC1 • KC2 • KC4 Students also have opportunities for personal expression of experiences, opinions and ideas, with an emphasis on problem solving, reasoning and explaining, and applying their knowledge. Id • KC1 • KC2 • KC6 Language use is supported by focusing on appropriate structures and ways of conveying meaning; and on skills in accessing, storing and retrieving information, and using electronic and print dictionaries and digital and electronic resources. T • C • KC1 • KC2 • KC7 They engage in conversations and write their own extended texts to express concepts, ideas and personal reflections about their social, educational and local world; the world of learning and knowledge, including topics drawn from other Learning Areas; and about communities where the language is used. Id • In • C

Learners identify patterns and explore connections within the writing system, relating their prior knowledge of the form, sound and meaning of kana symbols, characters and components to expand their vocabulary and overall understanding of the system. In • T • C • KC1 • KC5
They read texts drawn from authentic sources with normal formatting (no word spacing) (eg letter, newspaper or magazine article or short story, advertisement, cartoon, and website homepage). C • T • KC2

They write characters and kana symbols using pen and paper without reference to models or lists, showing awareness of the number, movement, direction and order of strokes, and awareness of character structure and balance and proportion of components. C They write and edit texts in their own hand, and write and edit texts using word processing tools, selecting appropriate character fonts and formats on-screen. They use print and electronic bilingual dictionaries and glossaries to assist in constructing and analysing texts. In • T • C • KC2 • KC7 In Japanese and Chinese they recognise characters related to youth, identity, education, aspirations, leisure and travel, the world of work and tourism, and life in communities where the language is used. In • T • KC1

Following are the Key Ideas that comprise the communication strand in Pathway 2A.
South Australian Curriculum, Standards and Accountability Framework

Middle Years Band — Languages (non-alphabetic)
Strand: communication—Pathway 2A

**Key Idea**

**Listening**

Students access, discuss and evaluate information in order to understand perspectives and form opinions on a range of issues of interest and concern to young people. T • C • KC1 • KC2 • KC6

This includes such learning as:

- listening for meaning, including identifying the intention and motivation of the speaker
- reflecting on the use of expressive aspects of communication (eg pace, volume, intonation, body movement) to influence meaning T • C • KC1
- identifying linguistic resources used and how linguistic choice influences the way meaning is conveyed T • KC1
- distinguishing the purpose, structure and meaning of texts, including identifying layers of meaning (eg gist, main points, specific or supporting detail)
- making judgments in determining the relevance of detail and distinguishing between fact and opinion in texts T • KC1
- listening to texts to find solutions to problems, and to explore perspectives, consider evidence and make judgments T • C • KC1 • KC6
- listening to or viewing a range of multimedia for personal enjoyment, and to research and learn more about the target language and culture. In • T • KC1

At Standard 2, towards the end of Year 4, the student:

2.1

Responds to ideas drawn from factual and imaginative texts by expressing a personal opinion. T • C • KC2

Examples of evidence include that the student:

- responds to questions to describe features of content or language in text C
- deciphers meaning of new words from contextual clues T • KC1
- recognises and shares new information presented in text In • T • C • KC2
- uses information to make decisions or suggestions, and expresses personal opinions Id • T • C • KC2
- records information in specific formats (eg map, table, chart, picture, database). C • KC2
At Standard 3, towards the end of Year 6, the student:

3.1

Makes connections between ideas in texts and relates information to make decisions. T • C • KC1

Examples of evidence include that the student:
- responds personally to expressions of personal opinion on an issue or event Id • C • KC2
- makes connections between new information and ideas and prior knowledge T • KC1
- orders and summarises key points of information T • KC3
- accesses information required to solve a problem or make a decision. T • C • KC6

At Standard 4, towards the end of Year 8, the student:

4.1

Identifies relevant ideas in texts in developing an opinion on an issue. T • C • KC1

Examples of evidence include that the student:
- comments on perspectives, intentions or attitudes in text T • C • KC2
- recognises different interpretations of issues and events T
- identifies relationships between ideas/participants in texts In • T • KC1
- identifies reasons or evidence for a decision or perspective T
- relates opinions or facts from different sources in order to present a position. Id • T • C • KC1 • KC2

At Standard 5, towards the end of Year 10, the student:

5.1

Responds critically to ideas and perspectives presented in a range of media. T • C • KC1

Examples of evidence include that the student:
- reflects on the purpose and context in analysing text T • KC1
- makes connections between values and actions of participants in texts Id • T • KC6
- appraises differing viewpoints in relation to a text T • C • KC1
- analyses the effect of stylistic devices in creating mood T • C • KC1
- relates own perspectives to those presented in texts. Id • T • KC1
**Strand: communication—Pathway 2A**

### Key Idea

**Speaking**

Students engage in conversations to explore issues, share opinions, experiences and perspectives, demonstrating appropriate ways of relating to others. **In • T • C • KC1 • KC2 • KC4 • KC6**

This includes such learning as:

- applying forms of address appropriate to the audience in a range of formal and informal settings **C • KC2**
- initiating an interaction by questioning, informing, directing and using explanation **In • C • KC2**
- maintaining an interaction or contributing to discussion by acknowledging, adding, exemplifying, justifying, evaluating, challenging, or responding to the point of view of others on a range of topics **In**
- adapting or reformulating language as a result of feedback **In • T • C • KC2**
- concluding an interaction, or concluding a topic by summing up **C • KC2**
- presenting information and ideas in a range of modes (e.g., by creating multimedia products that use text, audio, graphics and animated images). **C • KC2 • KC7**

**At Standard 2, towards the end of Year 4, the student:**

2.2

Engages in social interaction to build relationships and exchange opinions and ideas with others. **Id • In • C • KC2**

Examples of evidence include that the student:

- asks and responds to questions to exchange personal and factual information **Id • C • KC2**
- retells or gives opinions related to spoken texts **C • KC2**
- manipulates language resources to respond in new contexts **T • C**
- uses language suited to the needs of conversational partners or audience **In • C**
- works collaboratively and in teams to prepare and present ideas. **In • C • KC4**
At Standard 3, towards the end of Year 6, the student:

3.2

Contributes information and expresses own ideas in learning activities.
In • T • C • KC2

Examples of evidence include that the student:
- speaks with appropriate register in interactions among peers and adults In • C
- participates in problem-solving activities In • C • KC6
- offers additional detail, or expresses an alternative view, on an issue in discussion In • C • KC2
- uses language for dramatic or emotional effect in a speech, a play or poetry reading, or a video. In • C

At Standard 4, towards the end of Year 8, the student:

4.2

Works cooperatively to share information, ideas and opinions on issues of interest. In • T • C

Examples of evidence include that the student:
- organises information and ideas from different sources to convey a coherent position (eg mounts an argument) T • C • KC1
- supports views with evidence, reasons or examples to convince or persuade others T • C
- negotiates to reach consensus on an issue (eg makes decisions or makes agreements) In • T • C • KC6
- employs stylistic features (eg contrast or emotion to add emphasis) T • C
- shows reciprocity with the audience (eg acknowledging their reaction or inquiry). In • C • KC2

At Standard 5, towards the end of Year 10, the student:

5.2

Shares personal perspectives and collaborates with others in discussions on issues of interest and concern. In • C • KC4

Examples of evidence include that the student:
- presents reasoned perspectives, by qualifying or contrasting ideas T • KC2
- orders information to present a coherent argument T • KC3
- uses stylistic devices to enhance meaning T • C
- shows awareness of and sensitivity to the knowledge and values of the audience/listener (eg rephrasing, affirming meaning) In • C • KC1
- justifies facts or opinions by reference to sources. T • KC2
Strand: **communication—Pathway 2A**

**Key Idea**

**Reading**

Students access, discuss and evaluate information in order to understand perspectives and form opinions on a range of issues of interest and concern to young people. T • C • KC1 • KC2 • KC6

This includes such learning as:

- critically analysing the purpose, structure and meaning of texts, identifying linguistic resources used and recognising the impact of linguistic choice T • KC1
- recognising the importance of written texts in social interaction and information management T
- identifying layers of meaning (e.g., gist, main points, specific or supporting detail), and making judgments in determining the relevance of detail and distinguishing between fact and opinion in text T • C • KC1
- recognising the impact of style and tone in texts (e.g., subtlety, sarcasm and humour) T • KC1
- scanning, note-taking, synthesising, and researching to access and organise information in order to present to others, using a range of text types and modes T • KC1 • KC2
- reading widely for pleasure and educational purposes in different genres and media Id • C • KC1
- selecting among texts to solve problems and explore perspectives, including viewing and interpreting a variety of visual and multimodal texts (e.g., CD-ROMS, films, Internet texts) T • C • KC1 • KC6
- recognising how the meaning of known characters applies in new contexts T • KC1
- using resources (e.g., vocabulary/character lists, glossaries and dictionaries) to decipher unknown characters and interpret texts. T • KC6

At Standard 2, towards the end of Year 4, the student:

2.3

Accesses ideas conveyed in texts to collaborate, share meaning and take action with others. In • T • C • KC2 • KC3

Examples of evidence include that the student:

- identifies and describes features of language and content in text T • C
- identifies key points or new information related to the topic T • C
- demonstrates opinions or preferences about ideas in text Id • T • C • KC1 • KC2
- uses graphics/pictures to classify, compare and order information obtained T • C • KC1
- infers the meaning of new characters/words in text C • KB
- reads words aloud showing knowledge of sound-symbol correspondences C
- uses available resources (e.g., glossing, word list/chart) to assist in comprehending text. T • KC3
At Standard 3, towards the end of Year 6, the student:

Makes connections between ideas in texts and relates information to make decisions. \textit{Id} • \textit{T} • \textit{C} • \textit{KC1}

Examples of evidence include that the student:

- uses linguistic and contextual clues to decipher meaning \textit{T} • \textit{KC1}
- identifies relationships between main ideas and supporting detail to explain causes and consequences of actions and events \textit{T} • \textit{C} • \textit{KC2}
- recognises discourse patterns in texts \textit{T}
- infers the specific meaning of low frequency characters/words from contextual clues. \textit{T} • \textit{KC6}

At Standard 4, towards the end of Year 8, the student:

Identifies relevant ideas in texts in developing an opinion on an issue. \textit{T} • \textit{C} • \textit{KC1}

Examples of evidence include that the student:

- identifies the views of individuals and groups in responding to ideas in texts \textit{T} • \textit{C} • \textit{KC1} • \textit{KC2}
- compares opinions or facts from different sources to provide reasons or evidence for a decision or perspective \textit{T} • \textit{C} • \textit{KC1}
- deciphers the meaning of unfamiliar characters/words in text using a dictionary \textit{T} • \textit{KC6}
- evaluates their personal position in response to an issue or event. \textit{Id} • \textit{T} • \textit{KC1}

At Standard 5, towards the end of Year 10, the student:

Reads and responds critically to issues, ideas and perspectives drawn from a range of media. \textit{T} • \textit{C} • \textit{KC1} • \textit{KC2}

Examples of evidence include that the student:

- appraises diverse ideas, purposes and perspectives (eg analyses cultural values of author/characters) \textit{Id} • \textit{T} • \textit{KC1}
- identifies how intention and perspective are expressed through choice of words and stylistic devices \textit{T} • \textit{C} • \textit{KC1} • \textit{KC2}
- compares descriptions of the historical or cultural significance of issues, people and events, and considers alternative scenarios \textit{F} • \textit{T} • \textit{KC1}
- makes choices about the value of texts and sources. \textit{T} • \textit{C} • \textit{KC1}
Strand: communication—Pathway 2A

Key Idea

Writing

Students write their own texts, to present information and reflect on aspects of personal and group identity. They make connections with people and ideas, locally and globally, demonstrating respect for diversity.

This includes such learning as:

- constructing writing for different audiences (e.g., format, convention, style/register, length, tone) for a range of contexts
- using processes for gathering ideas and planning and organising information for a writing task (e.g., note-taking, database searching, comparative charts, concept maps, summarising), to order and store information from a range of sources
- developing cohesion in constructing ideas in texts (e.g., logical sequencing and development of ideas in paragraph structure)
- using rhetorical devices (e.g., cause and effect, comparison and contrast, amplification, illustration)
- editing (e.g., checking the content for coherence, focus, relevance, and sufficiency); and proofreading for spelling, punctuation and grammar
- uses resources for positioning readers (e.g., headlines, lead paragraphs)
- using resources (e.g., print and electronic dictionaries, character lists) to access key vocabulary to extend or elaborate the message when constructing text.

At Standard 2, towards the end of Year 4, the student:

2.4

Writes own texts to express knowledge and understanding and convey personal meaning to others. This includes such learning as:

- uses models to apply text conventions in own writing (e.g., salutations and closures in correspondence)
- links ideas in sentences
- develops coherence and sequence in texts (e.g., paragraphing)
- acknowledges the interests or expectations of readers in constructing texts
- forms symbols or characters with attention to stroke structure and proportion when referring to charts or lists
- sequences a set of symbols/characters to make own meaning in a word, phrase or sentence.
At Standard 3, towards the end of Year 6, the student:

3.4

**Writes to convey personal opinions and experiences and share information with others.**

Id • In • C • KC2

Examples of evidence include that the student:

- structures texts as appropriate to the text type C • KC2 • KC3
- orders information in a logical manner and extends the message by qualifying or comparing information C • KC3
- uses cohesive devices to develop ideas C
- relates events in time (e.g., using tense and time markers as appropriate) C
- writes characters/symbols with attention to strokes and components, when writing from memory C • KC2
- uses appropriate format conventions to present a message (spacing, squared paper, punctuation). C • KC2

At Standard 4, towards the end of Year 8, the student:

4.4

**Writes to convey personal ideas and opinions on topics of interest.**

Id • In • C • KC2

Examples of evidence include that the student:

- organises information and ideas to convey a precise meaning C • KC1
- expresses a personal position when reflecting on the significance of an issue/event Id • C • KC2
- employs stylistic features (e.g., contrast to add emphasis) C
- qualifies information by providing personal reasons, justification, consequences or supporting evidence Id • C
- extends the message using available resources. T • C • KC1 • KC2

At Standard 5, towards the end of Year 10, the student:

5.4

**Synthesises information from a range of media to convey information, ideas and perspectives about issues of interest or concern.** F • Id • In • KC2

Examples of evidence include that the student:

- uses formal and informal register as appropriate to context T • C
- qualifies, contrasts and presents alternative views and possibilities F • T • KC1 • KC2 • KC6
- uses linguistic resources to structure the text and influence the reader (e.g., uses inclusive pronouns and shared experience to position the reader) T • C
- presents personal perspectives with balance and respect for the views of others. Id • In • C • KC2 • KC6
Strand: understanding language—Pathway 2A

Through this strand students engage with a range of increasingly complex texts, with an explicit focus on the form which language takes. The emphasis in this strand is on developing students’ understanding of the nature of language, through analysis of its structure in the context of purposeful use; and on how language works as a system and as a vehicle for increasing students’ communicative potential. T • C • KC1 • KC2 • KC6

In this Band students expand their understanding of how meaning is conveyed in the language in a range of contexts, making comparisons and drawing connections between languages, and developing their meta-linguistic knowledge and overall literacy across languages. T • C • KC1 They think critically about communicating, and collect and organise information about language in order to understand and develop specialised knowledge. T • C • KC1 • KC2 They evaluate structures to actively construct knowledge of language, explore standpoints, and recognise the consequences of their own linguistic choices on others. In • C • T • KC6

Students explore and make connections between features of the writing system, to develop skills in applying semantic and phonetic information in known characters and components to characters they will encounter in future learning, and to extend their character knowledge independently. They focus on increasing their knowledge of the form and structure of symbols and characters by exploring origin of and relations between components and characters in the system. F • In • T • KC1 They explore a range of texts drawn from authentic sources to develop skills in deciphering and interpreting meaning in new contexts. In • T • KC6

Following is the Key Idea that comprises the understanding language strand in Pathway 2A
Strand: understanding language—Pathway 2A

Key Idea

Students explore diverse forms of communication and use models to represent and analyse features of the spoken and written language and apply these in interpreting and constructing meaning.

At Standard 2, towards the end of Year 4, the student:

2.5

Reflects on how language is used to communicate a message, and compares how meanings are expressed in different languages. In • T • C • KC1 • KC2

Examples of evidence include that the student:

- speaks with attention to conventions (eg pronunciation, intonation) T • C
- makes comparisons between, for example, word order and writing systems across languages In • T • C
- applies concepts of character and word formation in writing T • C • KC2
- analyses patterns and connections within the writing system In • KC1 • KC2 • KC5
- identifies strategies for memorising the form, sound and meaning of symbols and characters in writing systems. T • C • KC6

This includes such learning as:

- reflecting upon language learning and use to extend their knowledge of the system of the language, and applying knowledge of language concepts and processes to their own learning T • C
- abstracting aspects of form in language to establish patterns that can be applied in new contexts T
- recognising that acronyms and jargon represent convenient ways of communicating among groups with shared knowledge T • C • KC2
- perceiving that there is not a direct word for word equivalence across languages, and that interpreting language involves interpreting cultural meaning In • T • KC1
- drawing upon cognates, or root words, to discern meaning and expand their knowledge of vocabulary; and extending their vocabulary into specialised topic areas beyond their own environment and experience T • KC1
- critically analysing the relationship between word order and meaning to discuss features of the language, and to explain how the language system works T • KC1
- using appropriate multimedia products, videos and interactive sites to produce and deliver multimodal texts (eg webpages, film clips) In • C • KC7
- analysing the conventions of spoken language (such as politeness), discourse markers (eg actually) and resources for interaction (eg speech functions, mood), and their roles in different exchanges In • C • KC1
- appraising and discussing how messages vary according to context and purpose; and understanding formal and informal, polite registers, and when and where they apply In • T • KC1 • KC2
- conveying meaning in culturally-specific ways (eg the use of idiom, colloquial expressions, figurative expressions) T • C
- comparing and contrasting how meaning is conveyed in their first language and other languages T • C • KC1
- reflecting on how personal identity influences the way language is used to describe the world and everyday life, and how meaning is conveyed in culturally specific contexts Id • T • C • KC1
- extending their knowledge of where, when, how and why language variants are used T • C
- appreciating how language and application of digital and electronic technologies enable global interactions and sharing of knowledge In • KC2 • KC7
At Standard 3, towards the end of Year 6, the student:

3.5

Reflects on how language is used to communicate, and compares how meanings are expressed in different languages.

In • T • C • KC1 • KC2

Examples of evidence include that the student:
- consciously applies knowledge of form and function, including text structure, in communication T • KC2
- sequences and elaborates on the message to convey detailed meanings T • C • KC2 • KC3
- identifies the function of components in characters (eg explains how sound or meaning are conveyed) In • T • KC1 • KC2
- applies strategies for recalling the form of characters in constructing own texts T • C • KC6
- refers to available clues to infer the sound/meaning of a character. T • KC6

At Standard 4, towards the end of Year 8, the student:

4.5

Applies comparative knowledge of language to analyse and describe key concepts in language learning and use.

In • T • C • KC1

Examples of evidence include that the student:
- applies appropriate conventions to specific purposes in own speech and writing C
- explains structural, textual and cultural features of language in text T • C • KC1
- makes appropriate linguistic choices in different contexts (eg expresses mood, intention and emotion) In • T • C • KC1 • KC2
- analyses forms of expression in different contexts across languages T • C • KC1
- identifies features used to influence reader perceptions. T • C • KC1

At Standard 5, towards the end of Year 10, the student:

5.5

Extends and applies knowledge of language in creating meaning and analysing textual structure and linguistic choice in text.

Id • T • C • KC1

Examples of evidence include that the student:
- analyses the ways in which language can be used for positive and negative effects T • C • KC1
- appraises representations of groups or events in identifying authors’ intentions or perspectives Id • T • KC1
- demonstrates an understanding of change or loss of meaning in translated texts (eg justifies personal interpretations by referring to grammatical features in text) T • Id • C • KC2
- demonstrates an understanding of issues in basic interpreting (eg awareness of importance of linguistic choice). T • KC2

- associating characters by their radicals or by their phonetic components to develop an understanding of the consistency of sound or meaning relationships between characters sharing common parts ( 话/言/語/話, 學/教) In • T • KC1
- using context to assist comprehension of unfamiliar compound words containing known characters (eg 海外, 住所) T • KC6
- developing understanding of character form and meaning by exploring the origins or derivations of characters/components In • T • C • KC6
- applying knowledge of character components, and making semantic and phonetic associations to memorise and recall new vocabulary T • C • KC6
- analysing how the meaning of a known character or component is related to the meaning of a new compound character (eg 族/旅, 寺/時/待) T • KC1
- identifying how the meaning of a character is related to the meaning of a new compound word (eg 地方/地図/圖, 节/節日/節/節, 商業/業/商業/場) T • KC1
- learning the names and meanings, and evolution/origins of basic characters, including bound forms (eg 至, 之, 及, 于, 又, 之) In • KC1
● exploring the function of components in a range of character formation (i.e., whether they operate as semantic or phonetic indicators) KC1

● identifying characters that have been rendered purely symbolic by language evolution (e.g., 发, 汉, 书, 车, 东 in Chinese; 壳, 乘, 発 in Japanese) In • T • KC1

● recognising the importance of stroke counting in searching a dictionary efficiently T

● judging the extent to which radical classification corresponds to the meaning of characters containing the component (e.g., 知-短-医-族, 家-字-客-室) T • KC1 • KC6

● judging the degree of reliability of common phonetic components which recur in compound characters (e.g., 舌-話-活, 可-何-哥-河) T • KC1 • KC6

● in Japanese, exploring relationships between kanji and modern Chinese characters (e.g., common simplifications 学-学; varied uses/meanings 好; 安; Japanese specific kanji 広, 町, unsimplified kanji 動 (动), 漢 (汉)) In • T • KC1

● in Chinese, recognising relationships between simplified and traditional or full forms of common character components (e.g., 隻-只, 難-难, 難-毬, 應-应). In • T • KC1
Structures and conventions of the grammatical system

Developing understanding of languages in this Band includes increasing learners’ conscious awareness of the nature, function and purpose of the following structures and conventions of the grammatical system:

- that constructing concepts referring to people and things and building and varying the message require using:
  - nouns, including compound nouns, and nouns referring to activities and processes
  - pronouns to refer to people and things, including personal, demonstrative, possessive, indefinite and interrogative pronouns
  - determiners to identify what is being talked about, both specific and general
  - modifiers including adjectives and nouns to describe the quality or colour, or to classify or compare things, or add emphasis
  - possessive structures to indicate possession or association
  - quantifiers to talk about quantities and amounts (eg all, several) and comparatives (eg some, few)
  - cardinal numbers to refer to an exact number of things
  - ordinal numbers to refer to a sequence of things
  - fractions, measurements and approximations
  - qualifiers to expand the noun group (eg prepositional phrases, adjectives, and coordination)
  - verbs to talk about actions, thoughts, feelings, and to relate information (eg to be, to have)
  - complementation to describe and identify actions and items
  - mood, declarative statements, interrogative questions, imperative orders
  - negative statements
  - modals to indicate attitude, possibility, ability, likelihood and permission; and to make requests and express intentions

- that expressing time, manner or place requires using:
  - simple and continuous tenses, the present, the past, and the future
  - additional tenses, including perfect, continuous, passive infinitive
  - time expressions (eg clock time, dates)
  - expressions of frequency (eg often, never), and duration (eg always, briefly)
  - adjuncts to indicate circumstances
  - adverbs to give information about manner and degree
  - prepositions to give information about time, place and direction (eg in, at, on, to, into)

- that combining, structuring and making cohesive and coherent messages require using:
  - subordination, using adverbial clauses to indicate time (eg when, before, since), reason (eg because), result (eg so that), condition (eg if), concession (eg although)
  - relative clauses including pronouns to give further information about a person or object (eg that, which, who)
– past and present participles to relate actions
– coordinating conjunctions and prepositional phrases and to link related ideas (eg and, but, then)
– referring back or referring forward (eg this, that, if so, such)
– ellipsis (ie leaving out a word)
– the passive voice to focus on the thing affected
– cleft sentences to take the focus off the subject, to describe places or situations, or to comment on actions and experiences (eg the impersonal ‘it’ as subject)
– additional information structures (eg fronting, prefacing, addressing people)

That reporting what people say or think requires using:
– reporting verbs to indicate the purpose of speaking (eg think, know, answer, invite)
– quote structures to report someone’s actual words and direct speech (eg argue, agree, tell)
– report structures and indirect speech.
Strand: understanding culture—Pathway 2A

Through this strand students become aware of the place of cultural value systems in analysing the language, actions and viewpoints of others, in generating their own language, and in interacting with people from diverse cultures. In • KC1 The focus in this strand is on developing students’ understanding of the interdependence of language and culture, how cultural concepts and perspectives are constructed by and manifested in language, and the cultural principles and practices that influence linguistic choices in communication. In • C

In this Band students expand their knowledge of cultural concepts and processes through investigation and analysis of texts, and through personal engagement with speakers of the language. KC1 They learn to recognise how cultures operate as dynamic systems of perceptions, practices and products that vary according to place and time. F • C They make comparisons and connections with their own cultural experience, thereby developing an understanding of how cultures and communities view their world. Id • In They critically analyse assumptions about the past, present and future in presenting views and articulating possible future options. KC1 They work with others to explore interconnections between language and cultural values in family, community and intercultural contexts. In • C • KC4 • KCB

Following is the Key Idea that comprises the understanding culture strand in Pathway 2A.
Strand: understanding culture—Pathway 2A

Key Idea

Students demonstrate understanding and respect for the values and practices of diverse groups and recognise the importance of cultural understandings now and in the future. F • Id • In • KC1 • KC2

This includes such learning as:

- applying knowledge of cultural concepts and ways of thinking and learning about culture In • T
- recognising different ways of perceiving and expressing reality, by making comparisons between different cultural perspectives Id • In • C • KC1 • KC2
- perceiving the interdependence and value that cultures assign to such aspects as food and agriculture, seasons, celebrations, faith and social hierarchies In • C
- comparing and contrasting relationships and values across cultures and across age groups (eg attitudes to age, gender, work, training and further education) In • T • KC1
- explaining how cultural values and practices are products of their time, and change over time; and recognising the importance of historical perspective F • In • C • KC2
- developing a critical approach to understanding their own culture and cultural diversity, including making comparisons and connections among cultures Id • In • C • KC1
- being critically aware of the social benefits of cultural understanding in the global community, and considering their part in it Id • KC1
- recognising diversity across cultures (eg that a language or its dialects may be used by many cultural groups) In • C
- reflecting upon personal and group identity and different perspectives in evaluating information based on interviews, films or other sources. Id • C

At Standard 2, towards the end of Year 4, the student:

2.6

Identifies how cultural meanings are expressed in language, and compares cultural values and practices across cultures. Id • In • C • KC1

Examples of evidence include that the student:

- applies appropriate speech and action in social interactions with others (eg recognising the role/position of individuals) In • C
- identifies the ways cultural values are represented in language In • C
- asks questions about and reflects on values represented in texts (eg stories, songs, films) Id • C
- reflects on the role of language in expressing their own identity and experiences (eg use of idiom, colloquial expressions, slang) Id • T
- applies appropriate speech and action in social interactions with others (eg recognising the role/position of individuals). In • C
At Standard 3, towards the end of Year 6, the student:

3.6

Identifies and compares patterns of interaction across cultures, reflecting on how cultural identity is expressed. Id • In • KC1

Examples of evidence include that the student:
- responds in culturally appropriate ways in formal and informal interactions In • C • KC2 • KC7
- identifies expressions of culture and identity in texts F • Id • In • C • KC1
- establishes commonalities and differences in practices across cultures Id • In • C
- identifies the significance of, for example, historical events and figures and the physical and built environment, to the culture. F • Id • In

At Standard 4, towards the end of Year 8, the student:

4.6

Identifies and responds to cultural perspectives presented in texts, and compares values and perspectives across cultures. Id • In • KC1

Examples of evidence include that the student:
- identifies why particular products and practices are valued in cultures Id • KC1
- recognises alternative perspectives on specific values and practices Id • In • KC1
- identifies differences in how individuals or groups are portrayed Id • T • KC1
- compares perspectives in text with their own Id • T • KC1
- reflects on the changing nature of cultural identity. F • Id • KC1

At Standard 5, towards the end of Year 10, the student:

5.6

Makes judgments about the significance of and reasons for particular practices and values in cultures. Id • In • C • KC1

Examples of evidence include that the student:
- identifies how stereotypes influence perceptions In • C • KC1
- identifies the dynamic nature of values and practices across cultures In • C • KC2
- analyses ways cultural values are interpreted by others (eg when expressing personal opinions or ideas about culture) In • C • KC1 • KC2
- refers to personal experience to explain why particular practices are evident and valued in the culture Id • C • KC8
- challenges own assumptions when making connections between values across cultures. Id • C • KB
Languages (non-alphabetic)
Pathway 2B
Background learners 8–12
Languages Pathway 2B

Curriculum Scope and Standards

Through the study of languages, students gain knowledge, skills and dispositions that enable them to communicate and to analyse the power that comes from communicating successfully. KC1 • KC2 They learn language and strengthen their skills in the sociocultural and critical dimensions of literacy, numeracy and ICTs. They learn about cultures and make comparisons across cultures, in understanding issues of identity and global interdependence. Id • In • C • KC1

In both language using and language learning the emphasis is on developing students’ capability to communicate effectively in the target language and on developing their understanding of language and culture, so that communication and language development take place in linguistically and culturally appropriate ways. KC2 In addition, as students develop the capability to move between languages and cultures and make comparisons, they extend their understanding of language and culture in general, thereby increasingly recognising the power of language. C

This Learning Area is organised around three strands which reflect the nature of learning languages and cultures; they are as follows:

- communication
- understanding language
- understanding culture.

These three strands are interdependent and, taken holistically, form an integrated concept of both language using and language learning, as well as reflection. While all three strands are integrated in language use, at times a particular focus on one strand will be required for explicit teaching and learning purposes.

Literacy, numeracy and information and communication technologies in languages

Through languages, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. This learning is evident as students develop an understanding of the system.
of the target language and develop a specialised language to describe their learning. Learners make connections and comparisons across languages through text analysis, construction and reconstruction. Learners develop awareness of diverse ways of thinking and expressing ideas and information, including understanding how meaning is contextually determined.

In languages with non-alphabetic writing systems learners also focus on developing systematic knowledge of the writing system, which requires a different type/additional level of analysis. In developing understanding of non-alphabetic representations of sound and meaning, of how the orthographic system is organised and constructed, learners focus on developing overall awareness of relationships within the system, as well as making comparisons between their first language and English or other languages.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in languages when students use and understand pattern, order and relationships within the target language. It is also evident when learners develop understandings of concepts such as time, number and space within different cultural practices.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in languages when, for example, students use digital and electronic technologies to construct and deconstruct text, and access texts via the Internet.
**Strand: communication—Pathway 2B**

Through this strand students develop the capability to communicate effectively using various combinations of the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in the language. C • KC2 Aspects that are drawn together within this strand include the purpose, context and processes of language use, texts, and general knowledge. T The Key Ideas and Standards are presented through the skills of listening, speaking, reading and writing.

In this Band students think critically about communicating, relating and interpreting ideas and perspectives, and participate in collaborative interactions to present points of view, to make decisions and solve problems. In • C • KC1 They collect and organise information in order to understand and develop the specialised language for a range of learning and social contexts. T • C They express their own views and opinions in interpreting representations of people and events in various media, and reflect upon diverse ways of living, working and relating to others. Id • In • C • KC1 • KC2

Students learn in a rich language environment, with a focus on the world of texts and other people’s experience. They interpret texts and extend, connect and apply their learning in new contexts. T • C • KC1 • KC6 Contexts include personal, social and educational environments locally and internationally and the world of learning and knowledge. Topics are drawn from or related to other Learning Areas; the world of work, leisure and entertainment, including popular culture; and extend to areas of topical interest such as the environment, social issues, and lifestyle in communities where the language is used. In • C

Students listen to, view, read and respond to a range of authentic texts, including texts from the media and literature (eg factual and imaginative texts, youth magazines), and texts related to other Learning Areas. KC2 Texts for listening include public broadcasts and audiovisual resources such as educational and entertainment programs, films, documentaries and websites. T They explore ways language can be used to express viewpoints and position readers. T • C • KC2

Communication involves opportunities for students to interact with each other, and to gather, process and use information and express concepts, ideas and personal reflections on issues in society and popular culture. Id • In • C • KC1 • KC2 • KC4 Students also have opportunities for personal expression of experiences, opinions and ideas, with an emphasis on problem solving, reasoning and explaining, and applying their knowledge. Id • KC1 • KC2 • KC6 Language use is supported by focusing on appropriate structures and ways of conveying meaning; and on skills in accessing, storing and retrieving information, and using electronic and print dictionaries and digital and electronic resources. T • C • KC1 • KC2 • KC7

Students explore and make connections between features of the writing system, applying their knowledge of semantic and phonetic information in characters and components to decipher characters they encounter in their learning, and extend their character knowledge independently. They focus on increasing their knowledge of the form and structure of symbols and characters by exploring origins of and relations between components and characters in the system. F • In • T • KC1
They read texts, with access to a dictionary to assist comprehension. They read texts drawn from authentic sources including letters, magazine articles, advertisements, cartoons, short stories and website homepages to identify key information and develop inferencing skills to identify the meaning of unfamiliar words/characters in text. C • Id • T • KC1 • KC6 • KC7

They write using pen and paper without reference to models or lists, showing awareness of character structure and balance and proportion of components. C They write and edit texts in their own hand, or using word processing tools, selecting appropriate character fonts and formats on-screen. They use print and electronic bilingual dictionaries to assist in constructing and analysing texts. In • T • C • KC2 • KC7 In Japanese and Chinese they recognise characters related to youth, identity, education, aspirations, leisure and travel, the world of work and tourism, and life in communities where the language is used. In • T • KC1

Following are the Key Ideas that comprise the communication strand in Pathway 2B.
Strand: communication—Pathway 2B

**Key Idea**

**Listening**

Students access information in order to form opinions on issues of interest and concern to young people. T • C • KC1 • KC2 • KC6

This includes such learning as:

- listening for meaning, including identifying the intention and motivation of the speaker
- reflecting on the use of expressive aspects of communication (e.g., pace, volume, intonation, body movement) to influence meaning T • C • KC1
- identifying linguistic resources used and how linguistic choice influences the way meaning is conveyed T • KC1
- distinguishing the purpose, structure, and meaning of texts, including identifying layers of meaning (e.g., gist, main points, specific or supporting detail)
- making judgments in determining the relevance of detail and distinguishing between fact and opinion in texts T • KC1
- listening to texts to find solutions to problems, and to explore perspectives, consider evidence and make judgments T • C • KC1 • KC6
- listening to or viewing a range of multimedia for personal enjoyment, and to research and learn more about the target language and culture. In • T • KC1

At Standard 2, towards the end of Year 4, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.
As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 3, towards the end of Year 6, the student:

4.1 Makes connections between ideas in texts and relates information to make decisions. T • C • KC1

Examples of evidence include that the student:

- responds personally to expressions of personal opinion on an issue or event Id • C • KC2
- makes connections between new information and ideas and prior knowledge T • KC1
- orders and summarises key points of information T • KC3
- accesses information required to solve a problem or make a decision. T • C • KC6

At Standard 4, towards the end of Year 8, the student:

5.1 Identifies relevant ideas in texts in developing an opinion on an issue. T • C • KC1

Examples of evidence include that the student:

- analyses perspectives, intentions or attitudes in text T • C • KC2
- recognises different interpretations of issues and events T
- identifies relationships between ideas/participants in texts In • T • KC1
- identifies reasons or evidence for a decision or perspective T
- relates opinions or facts from different sources in order to present a position. Id • T • C • KC1 • KC2

At Standard 5, towards the end of Year 10, the student:
**Strand: communication—Pathway 2B**

**Key Idea**

**Speaking**

Students engage in conversations to share ideas, opinions and experiences, demonstrating appropriate ways of relating to others.

In • T • C • KC1 • KC2 • KC4 • KC6

This includes such learning as:

- applying forms of address appropriate to the audience in a range of formal and informal settings C • KC2
- initiating an interaction by, for example, questioning, informing, directing and using explanation In • C • KC2
- maintaining an interaction or contributing to discussion by exemplifying or justifying their point of view, or evaluating, challenging or responding to the point of view of others In
- adapting or reformulating positions or arguments as a result of feedback In • T • C • KC2
- concluding an interaction, or concluding a topic by summing up. C • KC2

At Standard 2, towards the end of Year 4, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.
At Standard 3, towards the end of Year 6, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 4, towards the end of Year 8, the student:

4.2

Contributes relevant information and expresses own ideas in conversation. In • T • C • KC2

Examples of evidence include that the student:
- speaks with appropriate register in interactions among peers and adults In • C
- participates in problem-solving activities In • C • KC6
- offers additional detail, or expresses an alternative view, on an issue in discussion In • C • KC2
- uses language for dramatic or emotional effect in speech, play or video. In • C

At Standard 5, towards the end of Year 10, the student:

5.2

Works cooperatively to share information, ideas and opinions on issues of local and global concern. In • T • C

Examples of evidence include that the student:
- organises information and ideas from different sources to convey a coherent position (eg mount an argument) T • C • KC1
- supports views with evidence, reasons or examples to convince or persuade others T • C
- negotiates to reach consensus on an issue (eg make decisions or make agreements) In • T • C • KC6
- employs stylistic features to add emphasis (eg contrast or emotion) T • C
- shows reciprocity with the audience (eg acknowledging their reaction or inquiry). In • C • KC2
**Strand: communication—Pathway 2B**

At Standard 2, towards the end of Year 4, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

**Key Idea**

**Reading**

Students access, information in order to form opinions on issues of interest and concern to young people. T • C • KC1 • KC2 • KC6

This includes such learning as:

- critically analysing the purpose, structure and meaning of texts, identifying linguistic resources used and recognising the impact of linguistic choice T • KC1
- recognising the importance of written texts in social interaction and information management T
- identifying layers of meaning (eg gist, main points, specific or supporting detail), and making judgments in determining the relevance of detail and distinguishing between fact and opinion in text T • C • KC1
- recognising the impact of style and tone in texts (eg subtlety, sarcasm and humour) T • KC1
- scanning, note-taking, synthesising and researching to access and organise information in order to present to others, using a range of text types and modes T • KC1 • KC2
- reading widely for pleasure and educational purposes in different genres and media, including accessing information on vocational and academic options Id • C • KC1
- selecting among texts to solve problems and explore perspectives, including viewing and interpreting a variety of visual and multimodal texts (eg CD-ROMs, films, Internet texts) T • C • KC1 • KC6
- using resources (vocabulary/character lists and dictionaries) to interpret texts. T • KC6
At Standard 3, towards the end of Year 6, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 4, towards the end of Year 8, the student:

4.3

Makes connections between ideas in texts and relates information to make decisions. Id • T • C • KC1

Examples of evidence include that the student:

- uses linguistic and contextual clues to decipher meaning T • KC1
- identifies relationships between main ideas and supporting detail to explain causes and consequences of actions and events T • C • KC2
- identifies features of discourse patterns in texts T
- responds personally to expressions of personal opinion on an issue or event Id • C • KC2
- deciphers the meaning of unfamiliar characters/words in text using a dictionary. T • KC6

At Standard 5, towards the end of Year 10, the student:

5.3

Identifies relevant ideas in texts in developing an opinion on an issue. T • C • KC1

Examples of evidence include that the student:

- identifies the views of individuals and groups in responding to ideas in texts T • C • KC1 • KC2
- distinguishes the historical and cultural context of a text T • C
- evaluates their personal position in response to an issue or event Id • T • KC1
- compares opinions or facts from different sources to provide reasons or evidence for a decision or perspective. T • C • KC1
Strand: **communication—Pathway 2B**

**Key Idea**

**Writing**

Students write their own texts to establish relationships and share ideas with other users of the language locally and globally, demonstrating respect for diversity. \( \text{Id} \ • \ \text{In} \ • \ \text{C} \ • \ \text{KC2} \)

This includes such learning as:

- constructing writing for different audiences (eg considering format, convention, style/register, length, tone) for a range of contexts \( \text{In} \ • \ \text{C} \ • \ \text{KC2} \)
- using processes for gathering ideas and planning and organising information (eg note-taking, database searching, comparative charts, concept maps, summarising), from a range of sources \( \text{C} \ • \ \text{KC1} \ • \ \text{KC3} \ • \ \text{KC7} \)
- developing cohesion in constructing ideas in texts (eg logical sequencing and development of ideas in paragraph structure) \( \text{C} \ • \ \text{KC3} \)
- using rhetorical devices (eg cause and effect, comparison and contrast, amplification, illustration) \( \text{C} \)
- editing (eg checking the content for coherence, focus, relevance, and sufficiency), and proofreading for spelling, punctuation and grammar \( \text{C} \)
- using resources for positioning readers (eg headlines, lead paragraphs) \( \text{In} \ • \ \text{C} \)
- using resources (eg print and electronic dictionaries, character lists) to access key vocabulary to extend or elaborate the message when constructing text. \( \text{T} \ • \ \text{C} \ • \ \text{KC1} \ • \ \text{KC2} \)

At Standard 2, towards the end of Year 4, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.
**At Standard 3, towards the end of Year 6, the student:**

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

**At Standard 4, towards the end of Year 8, the student:**

4.4

 Writes to convey personal experiences, opinions and share factual information with others. Id • In • C • KC2

Examples of evidence include that the student:

- structures texts as appropriate to the text type C • KC2 • KC3
- uses appropriate format conventions to present a message (spacing, indents, punctuation) C • KC2
- orders information in a logical manner and relates events in time (eg using tense and time markers as appropriate) C
- extends the message by qualifying or comparing information, and using cohesive devices to develop ideas C • KC3
- extends the message using available resources. T • C • KC1 • KC2

**At Standard 5, towards the end of Year 10, the student:**

5.4

 Writes to express personal perspectives on topics of interest. Id • In • C • KC2

Examples of evidence include that the student:

- organises information and ideas to convey a precise meaning C • KC1
- employs stylistic features to add emphasis (eg contrast) C
- expresses a personal position when reflecting on the significance of an issue/event Id • C • KC2
- qualifies information by providing personal reasons, justification, consequences or supporting evidence. Id • C
**Strand: understanding language—Pathway 2B**

Through this strand students engage with a range of increasingly complex texts, with an explicit focus on the form which language takes. The emphasis in this strand is on developing students’ understanding of the nature of language, through analysis of its structure in the context of purposeful use; and on how language works as a system and as a vehicle for increasing students’ communicative potential. **T • C • KC1 • KC2 • KC6**

In this Band students expand their understanding of how meaning is conveyed in the language in diverse contexts, making comparisons and drawing connections between languages, and developing their meta-linguistic knowledge and overall literacy across languages. **T • C • KC1**

They think critically about communicating, and collect and organise information about language in order to understand and develop specialised knowledge. **T • C • KC1 • KC2** They evaluate structures to actively construct knowledge of language, explore standpoints, and recognise the consequences of their own linguistic choices on others. **In • C • T • KC6**

Students explore and make connections between features of the writing system to develop skills in applying semantic and phonetic information in known characters and components to characters they will encounter in future learning, and to extend their character knowledge independently. **F • In • T • KC1**

They focus on increasing their knowledge of the form and structure of symbols and characters by exploring relations between components and characters in the system. **In • T • C • KC1 • KC6** They explore content in authentic texts to develop skills in deciphering and interpreting meaning in situations where new characters are likely to be encountered. **T • In • C • KC1 • KC6**

Following is the Key Idea that comprises the understanding language strand in Pathway 2B..
**Key Idea**

Students explore diverse forms of communication and use models to represent and analyse features of the spoken and written language and apply these in interpreting and constructing meaning.

- reflecting upon language learning and use to extend their knowledge of the system of the language, and applying knowledge of language concepts and processes to their own learning
  - In • T • C • KC1 • KC2 • KC3
- abstracting aspects of form in language to establish patterns that can be applied in new contexts
  - T
- recognising that acronyms and jargon represent convenient ways of communicating among groups with shared knowledge
  - T • C • KC2
- perceiving that there is not a direct word-for-word equivalence across languages, and that interpreting language involves interpreting cultural meaning
  - In • T • KC1
- drawing upon cognates, or root words, to discern meaning and expand their knowledge of vocabulary; and extending their vocabulary into specialised topic areas beyond their own environment and experience
  - T • KC1
- critically analysing the relationship between word order and meaning to discuss features of the language, and to explain how the language system works
  - T • KC1
- analysing the conventions of spoken language (such as politeness), discourse markers (eg actually) and resources for interaction (eg speech functions, mood), and their roles in different exchanges
  - In • C • KC1
- appraising and discussing how messages vary according to context and purpose; and understanding formal and informal, polite registers, and when and where they apply
  - In • T • KC1 • KC2
- conveying meaning in culturally-specific ways (eg the use of idiom, colloquial expressions, figurative expressions)
  - T • C
- comparing and contrasting how meaning is conveyed in their first language and other languages
  - T • C • KC1
- reflecting on how personal identity influences the way language is used to describe the world and everyday life, and how meaning is conveyed in culturally specific contexts
  - T • C • KC1
- extending their knowledge of where, when, how and why language variants are used
  - T • C
- appreciating how digital and electronic technologies enable global interactions and sharing of knowledge
  - In • KC2 • KC7
- responding to questions to demonstrate awareness of aspects of the writing system and language and culture in texts
  - T • C • KC2
- comparing languages by observing how sounds and meanings are expressed in diverse written forms
  - In • T • KC1
- learning the names and meanings, and evolution/origins of basic characters, including bound forms (eg 好, 了, 你, 你, 了）
  - In • KC1

At Standard 2, towards the end of Year 4, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.
At Standard 3, towards the end of Year 6, the student:

Reflects on how language is used to communicate, and compares how meanings are expressed across languages.

4.5

Examples of evidence include that the student:
- explains structural, textual and cultural features of language in text
- conscientiously applies knowledge of form and function, including text structure, in communication
- sequences and elaborates on the message to convey detailed meanings
- refers to available clues to infer the sound/meaning of a character/word.

At Standard 4, towards the end of Year 8, the student:

Applies knowledge of languages to analyse and describe key concepts in language learning and use.

5.5

Examples of evidence include that the student:
- makes appropriate linguistic choices in different contexts (e.g. expresses mood, intention and emotion)
- analyses forms of expression in different contexts across languages
- identifies features used to influence reader perceptions
- applies appropriate conventions for specific purposes in own speech and writing.

At Standard 5, towards the end of Year 10, the student:

exploring the function of components in a range of characters formation (i.e. whether they operate as semantic or phonetic indicators) KC1

identifying characters that have been rendered purely symbolic by language evolution (e.g. 元, 旦, 旦 in Chinese; 元, 恒, 常 in Japanese) In • T • KC1

using context to assist comprehension of unfamiliar compound words containing known characters T • KC6

developing understanding of character form and meaning by exploring the origins or derivations of characters/components In • KC1 • KC6

applying knowledge of character components, and making semantic and phonetic associations to memorise and recall new vocabulary T • C • KC6

judging the extent to which radical classification corresponds to the meaning of characters containing the component (e.g. 知-知-知, 家-家-家) T • KC1 • KC6

judging the degree of reliability of common phonetic components which recur in compound characters (e.g. 言-言-言, 可-可-可) T • KC1 • KC6

recognising the importance of stroke counting in searching a dictionary efficiently T

using context to assist comprehension of unfamiliar compound words containing known characters T • KC6

using resources, models and references to comprehend and compose texts T • C • KC1

using word processing programs with phonetic (pinyin/romaji) input, recognising and selecting appropriate characters/symbols from the lists provided on-screen to construct a text C • KC7

using appropriate multimedia products, videos and interactive sites to produce and deliver multimodal texts (e.g. webpages, film clips) In • C • KC7

searching websites to research and learn more about the language C • KC7

playing with interactive CD-ROM programs to extend their knowledge of the language C • KC7

using a bilingual dictionary and radical and stroke number search methods to find the meanings of unfamiliar characters. T
In Japanese:
- exploring relationships between kanji and modern Chinese characters (e.g. common simplifications 学-学; varied uses/meanings 好, 安; Japanese specific kanji 広, 町, 岸; unsimplified kanji 動 (動), 漢 (汉)) \textbf{In \ T \ KC1}
- exploring the origin and evolution of hiragana and katakana syllabaries, and their relationship to characters \textbf{In \ KC1}
- applying hiragana, katakana and kanji as appropriate when constructing their own text \textbf{T \ C \ KC2}
- discriminating the correct reading of kanji from context. \textbf{KC6}

In Chinese:
- accessing vocabulary in characters by referring to dictionaries
- recognising relationships between simplified and traditional or full forms of common character components (e.g. 隻-只, 難-难, 離-离, 應-应) \textbf{In \ T \ KC1}
- referring to traditional/full forms of characters and components to assist in understanding the origin, function and relationship between components across characters (e.g. 雙, 隻, 書, 筆, 畫, 華, 談/言, 金/金, 食/食). \textbf{In \ T \ KC1}
Structures and conventions of the writing system

*Developing understanding of languages in this Band includes increasing learners’ conscious awareness of the nature, function and purpose of the following conventions of the writing system:*

- that structure, balance and proportion are important aspects in writing characters and symbols
- that many components or bound forms are variants of a basic character (eg that 手, 口, all may imply a meaning associated with the hand, or actions of the hand)
- that compound characters are composed of two sides that may be related in sound or meaning to the compound character (eg 木+交=校, 食+手=饭/餓)
- that characters/components may function as (semantic) indicators of meaning or as (phonetic) indicators of sound
- that radicals generally relate to the classification of character meaning and are a key organiser for dictionaries (eg 木, 口, 手/金, 言, 食)
- that many characters are phonetic compounds, with a component to denote or approximate the sound of the character (eg 早-草, 寺-時-持, 古-故-居）
- that many characters and common components have traditional or more complex forms that provide useful information about character origins, meanings and relationships (eg 們, 說, 學, 難, 應)
- that there are punctuation conventions (eg 。, ,「」, ゆ, )

Structures and conventions of the grammatical system

*Developing understanding of languages in this Band includes increasing learners’ conscious awareness of the nature, function and purpose of the following structures and conventions of the grammatical system:*

- that constructing concepts referring to people and things and building and varying the message require using:
  - nouns, including compound nouns, and nouns referring to activities and processes
  - pronouns to refer to people and things, including personal, demonstrative, possessive, indefinite and interrogative pronouns
  - determiners to identify what is being talked about, both specific and general
  - modifiers including adjectives and nouns to describe the quality or colour, or to classify or compare things, or add emphasis
  - possessive structures to indicate possession or association
  - quantifiers to talk about quantities and amounts (eg all, several) and comparatives (eg some, few)
  - cardinal numbers to refer to an exact number of things
  - ordinal numbers to refer to a sequence of things
  - fractions, measurements and approximations
  - qualifiers to expand the noun group (eg prepositional phrases, adjectives and coordination)
verbs to talk about actions, thoughts, feelings, and to relate information (e.g. be, have)
complementation to describe and identify actions and items
mood, declarative statements, interrogative questions, imperative orders
negative statements
modals to indicate attitude, possibility, ability, likelihood and permission; and to make requests and express intentions

that expressing time, manner or place requires using:
simple and continuous tenses, the present, the past, and the future
additional tenses, including perfect, continuous, passive infinitive
time expressions (e.g. clock time, dates)
expressions of frequency (e.g. often, never), and duration (e.g. always, briefly)
adjuncts to indicate circumstances
adverbs to give information about manner and degree
prepositions to give information about time, place and direction (e.g. in, at, on, to, into)

that combining, structuring and making cohesive and coherent messages require using:
subordination, using adverbial clauses to indicate time (e.g. when, before, since), reason (e.g. because), result (e.g. so that), condition (e.g. if), concession (e.g. although)
relative clauses including pronouns to give further information about a person or object (e.g. that, which, who)
past and present participles to relate actions
coordinating conjunctions and prepositional phrases to link related ideas (e.g. and, but, then)
referring back or referring forward (e.g. this, that, if so, such)
elipsis (i.e. leaving out a word)
the passive voice to focus on the thing affected
cleft sentences to take the focus off the subject, to describe places or situations, or to comment on actions and experiences (e.g. the impersonal ‘it’ as subject)
additional information structures (e.g. fronting, prefacing, addressing people)

that reporting what people say or think requires using:
reporting verbs to indicate the purpose of speaking (e.g. think, know, answer, invite)
quote structures to report someone’s actual words and direct speech (e.g. argue, agree, tell)
report structures and indirect speech.
Strand: understanding culture—Pathway 2B

Through this strand students become aware of the place of cultural value systems in analysing the language, actions and viewpoints of others, in generating their own language, and in interacting with people from diverse cultures. In • KC1 The focus in this strand is on developing students’ understanding of the interdependence of language and culture, how cultural concepts and perspectives are constructed by and manifested in language, and the cultural principles and practices that influence linguistic choices in communication. In • C

In this Band students expand their knowledge of cultural concepts and processes through investigation and analysis of texts, and through personal engagement with speakers of the language. KC1 They learn to recognise how cultures operate as dynamic systems of perceptions, practices and products that vary according to place and time. F • C They make comparisons and connections with their own cultural experience, thereby developing an understanding of how cultures and communities view their world. Id • In They critically analyse assumptions about the past, present and future in presenting views and articulating possible future options. KC1 They work with others to explore interconnections between language and cultural values in family, community and intercultural contexts. In • C • KC4 • KC6

Following is the Key Idea that comprises the understanding culture strand in Pathway 2B.
Strand: understanding culture—Pathway 2B

Key Idea

Students demonstrate understanding and respect for the values and practices of diverse groups and recognise the importance of cultural understandings now and in the future. Id • In • KC1 • KC2

This includes such learning as:

- applying knowledge of cultural concepts and ways of thinking and learning about culture In • T
- recognising different ways of perceiving and expressing reality by making comparisons between different cultural perspectives Id • In • C • KC1 • KC2
- perceiving the interdependence and value that cultures assign to such aspects as food and agriculture, seasons, celebrations, faith and social hierarchies In • C
- comparing and contrasting relationships and values across cultures, and across age groups (e.g., attitudes to age, gender, work, training and further education) In • T • KC1
- explaining how cultural values and practices are products of their time, and change over time; and recognising the importance of historical perspective F • In • C • KC2
- developing a critical approach to understanding their own culture and cultural diversity, including making comparisons and connections among cultures Id • In • C • KC1
- being critically aware of the social benefits of cultural understanding in the global community, and considering their part in it Id • KC1
- recognising diversity across cultures (e.g., that a language or its dialects may be used by many cultural groups) In • C
- reflecting upon personal and group identity and different perspectives, in evaluating information based on interviews, films or other sources. Id • C

At Standard 2, towards the end of Year 4, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.
At Standard 3, towards the end of Year 6, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 4, towards the end of Year 8, the student:

4.6

Identifies and compares patterns of interaction across cultures, reflecting on how cultural identity is expressed. **Id • In • KC1**

Examples of evidence include that the student:
- responds in culturally appropriate ways in formal and informal interactions **In • C • KC2 • KC7**
- identifies expressions of culture and identity in texts **F • Id • In • C • KC1**
- establishes commonalities and differences in practices across cultures **Id • In • C**
- identifies the significance to the culture of historical events and figures and the physical and built environment. **F • Id • In**

At Standard 5, towards the end of Year 10, the student:

5.6

Identifies and responds to cultural perspectives presented in texts, and compares values and perspectives across cultures. **Id • In • KC1**

Examples of evidence include that the student:
- identifies why particular products and practices are valued in cultures **Id • KC1**
- recognises alternative perspectives on specific values and practices **Id • In • KC1**
- identifies differences in how individuals or groups are portrayed **Id • T • KC1**
- compares perspectives in text with their own **Id • T • KC1**
- reflects on the changing nature of cultural identity. **F • Id • KC1**