Languages (non-alphabetic)

Introduction

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 students**

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 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>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing system</td>
<td>Forms of expressing language in print, generally divided into alphabets, syllabaries and logographs.</td>
</tr>
<tr>
<td>Alphabet</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>Non-alphabetic languages</td>
<td>Languages that do not use alphabets as the common form of written communication.</td>
</tr>
<tr>
<td>Syllabary</td>
<td>A writing system that represents sounds at the syllabic level as in Japanese kana scripts.</td>
</tr>
<tr>
<td>Logograph</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>Words</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>Symbols</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 (e.g. 人, 山) or idea it represents (e.g. 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**

| Stroke ( 笔画) | The most basic unit of writing and a key aspect in developing graphemic awareness of kana symbols and characters. |
| Bound forms ( 非成字) | Meaningful parts or components of characters, often radicals, which occur regularly in characters but cannot stand alone as characters. |
| Component ( 部件) | 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 (e.g. 谢), but has only two sides. |
| Side ( 偏旁) | 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. |
| Phonetic component/stem ( 声旁) | 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. |
| Semantic component ( 形旁)/radical ( 部首) | 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. |
### Nature of knowledge

**Graphic knowledge**  
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.

**Graphemic awareness**  
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, 木).

**Phonetic knowledge**  
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).

**Semantic knowledge**  
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).
Languages (non-alphabetic)
Pathway 1A
Second language learners R–12
Languages Pathway 1A

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 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 1A

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

In the Primary Years students identify and understand that there are many ways to communicate, some of which are culturally specific. They understand that particular ways of thinking are valued differently in diverse cultures. They express personal experiences, ideas, aspirations and feelings to share past, present and future perspectives about their immediate environment and life in other parts of the world. They make observations that enable them to understand how texts present ideas and information in diverse forms, and how meaning can be conveyed in diverse languages. In • T • C

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; and extends to the world of their community and society, the local environment, and the world of imagination. Students use the target language to learn concepts and ideas relating to colour, size, shape and number, and to other Learning Areas (eg health and lifestyles, cultures and society, and the natural world). Id • In

Students listen to, view and read texts that generally contain familiar language, in order to learn about the target language; their personal, social and educational environment; and about communities where the language is used.

For reading, texts 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.

Texts for listening include classroom interactions and short dialogues. Authentic texts are limited in scope, containing key words or phrases in familiar contexts (eg posters, e-mails, advertisements, labels, forms and greeting cards). Id • C

Communication in the target language involves students experimenting with language and exploring concepts drawn from other Learning Areas. T • KC1 • KC6. They participate in sharing, group and team work, as well as individual responses such as giving personal information and ideas. KC2 • KC4. Learning is supported by focusing on appropriate structures and ways of conveying meaning, and developing learning skills in accessing and analysing information about aspects of the writing system (eg from charts and lists, dictionaries, multimedia and CD-ROMs). KC1

Students engage in structured oral interaction in familiar classroom, social and public settings, and begin to write their own texts, with support. They communicate information about themselves and their personal and social environment. Id • In • KC2
Students learn about the functions of different writing systems and how alphabets, syllabaries (kana symbols) and logographs (characters and kanji) convey sound and meaning. 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

Students begin to write their own texts, relying on word lists or a picture/topical dictionary to access vocabulary, to write cards and posters and label objects or pictures of activities. They use a variety of media to practise writing and to present ideas and share meaning with others, including making characters/symbols a key component of a presentation (eg drawing 龍 to represent a dragon, placing 福 in a New Year’s scene/card, labelling a drawing of the body or face, or a farmyard scene). C • KC2

In Japanese students learn to associate known objects with the form of kana symbols in order to recall their sounds (eg き (ki) looks like a key going in a hole). They recognise hiragana in isolation and in word clusters, and recognise familiar loan words in katakana (eg for personal names, country and city names such as オーストラリア; シドニー, and for common objects such as テレビ). They write familiar words in hiragana and katakana relying on kana charts, and write kanji where appropriate relying on kanji lists. They recognise kanji related to, for example, numbers, adjectives (eg 小, 白, 赤, 青), positions (eg 上, 右, 北), family (eg 家, 母), the body (eg 体, 耳), and actions (eg 見, 走). In • T • C • KC1

In Chinese students write words and phrases in characters, relying on character charts, cards or lists. They recognise characters and maintain character/word lists related to key concepts (ie numbers, the body, the home and family, classroom objects, the natural world including plants and animals, the earth, the sky, and characters used to describe actions, objects, events and emotions). They recognise key phrases related to greetings (eg 你好, 再见, 欢迎/歡迎), formalities, instructions and signs (eg 进/出口, 厕所, 安静, 推/拉), and culturally significant phrases (eg 恭喜发财, 万事如意, 新年快乐), including some in traditional characters. In • Id • T • C • KC1

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

Listening

Students listen to and interact with others to make meaning and learn about the target language in the context of everyday experience. T • C • KC1 • KC2

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 • C
- applying processes for deciphering meaning in texts and for identifying and classifying information (eg using visual supports and concept maps to assist comprehension) T • KC1
- responding to questions and instructions in classroom activities C • KC2
- thinking about and contributing to structured class discussions on aspects of language and culture in texts T • 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 • KC2
- responding to expressive language (eg rhyme or rhythms through movement and action) C • KC2
- identifying relationships between speech and writing by associating spoken language with appropriate romanised words, symbols and characters in text. In • T • KC1

Speaking

Students engage in interactions in familiar settings to share meaning and to explore 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 storytelling, fables, song and dance), 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 1, towards the end of Year 2, the child:

1.1

Makes connections between words and phrases and their meanings in spoken texts. In • T • C

Examples of evidence include that the child:
- distinguishes between the language and English sounds (eg knows when the target language is being spoken) T • KC1
- responds verbally and non-verbally to classroom instructions C • KC2
- matches action to sound, in games and songs T • KC1
- recognises words used to identify, name and number objects In • T • C • KC1 • KC2 • KC5
- matches sounds to symbols in the written language. T • C • KC6

1.2

Uses words and phrases in social interaction and action-related talk to identify or name objects. C • KC1 • KC2

Examples of evidence include that the child:
- approximates target language sounds in making meaning C
- repeats words in activities (eg songs and games) C
- responds to questions to identify features of an object (eg colour, size, number) C • KC2
- participates in classroom routines (eg making requests, agreeing/disagreeing). In • C

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)
- 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

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

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 (eg a statement, a request, a question) C • KC1
- identifies and classifies items of information (eg colour, size, number) T • KC1 • KC5
- selects from options to match information (eg items to pictures, filling in gaps, labelling things) T
- 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 • T • C • KC1 • KC4

Examples of evidence include that the student:
- formulates and responds to factual questions to access information and services (eg time, place, quantity) In • C • KC5
- uses modelled sentence patterns to express own ideas Id • C • KC2
- responds appropriately in interactions (eg taking turns, acknowledging, agreeing) In • KC2 • KC4
- works in teams to plan and present texts to others. In • KC2 • KC4 • KC6
Strand: communication—Pathway 1A

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 imaginative texts (eg following the storyline) 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

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 1, towards the end of Year 2, the child:

1.3

Makes connections between words and phrases and their sound and meaning in written texts. In • T • C

Examples of evidence include that the child:
- makes meaning by naming symbols/characters in context C • KC1
- infers the meaning of characters/words as a caption in a picture story. In • T • C • KC6

1.4

Shares meaning by selecting words and phrases to create a text. In • T • C • KC2

Examples of evidence include that the child:
- copies words or phrases, correctly forming symbols/characters T • C
- selects appropriate characters/words from lists/charts to label objects, and express ideas. T • C • KC2

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

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

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
- uses model texts to construct a message C • KC2
- describes items 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

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

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
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 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 Primary Years students learn structures and conventions of the grammatical system in order to develop an understanding of how the language works to create meaning in a range of contexts. They make comparisons and draw connections between languages, and develop overall literacy across languages. They observe that languages represent patterns which can be organised. They recognise the connections between language and culture across communities, and the potential of language learning for their future.

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.

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 and how the writing system is applied in making meaning. They learn to recognise symbols as representations of sound, to relate new symbols (kana) to known objects to remember their sounds, and to associate sounds in the language with appropriate romanised representations (romaji/pinyin), kana symbols and/or characters.

They learn how characters represent meaning by relating characters to pictures representing objects and ideas (eg 手, 足, 心, 石, 金, 雨, 川, 高), and by exploring relationships between characters in the system (eg 人-肉, 大-夫-太, 女-母, 王-主-玉, 日-旦-早). They develop skills in drawing connections with known vocabulary to learn new characters, and decipher meaning in text.

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 and other tactile activities that draw attention to the visual characteristics of elements of the writing system.

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

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
- 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
- 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
- creating or applying mnemonic devices to help recognise the forms and sounds and/or meanings of symbols/characters (eg identifying visual clues or creating stories to relate form to sound/meaning) In • T • KC6
- using a variety of media to practise writing and symbol/character construction, including copying characters in squares T • C • KC2
- 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 (eg angles 四, hooks 戈, curves 乚, flick strokes 亅, 亅) T • C • KC1
- following rules for stroke movements, direction and order to observe and predict the number, sequence and location of strokes and components in a character (eg 湖, 宝, 心) T • KC2
- discriminating between characters/components of similar form (eg 土-士, 九-力-刀, 人-入-八, 見-見, 貝, 佳) T • KC1
- exploring connections between characters by relating component parts (eg identifying components omitted, selecting from options to construct characters, classifying characters by their common components such as 信-住, 思-意, 茶-花) In • 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 (eg 子-字, 学) In • T • KC6
- using romaji/pinyin input methods in word processing programs to select characters/symbols to include in communicative texts T • C • KC7
At Standard 1, towards the end of Year 2, the child:

1.5

Recognises key features of the systems of speech and writing.

Examples of evidence include that the child:

- pays attention to pronunciation when repeating words and phrases
- recognises and reproduces symbols/characters in context
- makes observations about features of the language (eg that symbols/characters represent sounds and meanings)
- asks questions about the language (eg how a particular meaning is conveyed in speech or writing).

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.

Examples of evidence include that the student:

- recognises ways text is presented according to purpose (eg as captions, labels, dialogues, letters, cards, calligraphy)
- recognises how questions and statements are formed
- 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.

- playing with interactive CD-ROM programs, to support learning, understanding and use of the writing system
- using a picture dictionary to access characters related to familiar objects or actions
- referring to wallcharts for rules for stroke order and direction, and for the sounds and forms of kana symbols, and to character charts or lists for key vocabulary items.

In Japanese:

- 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)
- differentiating which systems symbols belong to, and recognising differences in the form and function of hiragana and katakana ( ひ, か )
- focusing on sound-symbol correspondences to put a spoken word or phrase into appropriate written form
- sounding out strings of hiragana and katakana to decipher meaning of words and phrases in text.

In Chinese:

- paying attention to tone when reading text aloud.
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/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 (eg angles 四, hooks か and curves か, flick strokes つ, つ)  

- that balance and proportion are important aspects in writing characters and symbols  

- that basic (single unit) characters (eg 人, 日, 水) are the building blocks for compound characters (eg 全, 明, 冰)  

- that compound characters have a range of structures, namely left right, top bottom, and enclosed (eg 明, 春, 近, 国)  

- 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 (eg 心, 人, 星)  

- that many basic characters originated from ancient pictographs that have undergone substantial transformation to become symbolic representations of known objects (eg 日, 月, 人, 田), of simple ideas (eg 大, 小, 上, 下, 中, 力) or composite ideas (eg 明, 男, 好), or are purely abstract representations (eg 西, 南, 壹, 先)  

- that some key components are present in characters of similar classification (eg act as radicals or semantic components such as 木 in 椅子, 学校; ふ in 近, 道; び in 活, 洗)  

- that some characters of similar sound have a common (phonetic) component (eg 時-持)  

- that there are punctuation conventions in other writing systems (eg 。, , 「, 々, 々).  

In Japanese:

- that some kana have extra strokes to differentiate between related sounds (eg か, ga, が, は, ba, ば, pa)  

- that hiragana and katakana are phonetic symbols derived from kanji  

- 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 hiragana are used to represent (in most cases) such function words as particles (は, を, に, で), verb (conjugation) endings and so on  

Primary Years Band — Languages (non-alphabetic)
● 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 romaji is used as an input tool for word processing in Japanese. •

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 (eg 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. •

**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
  - verbs to talk about actions, thoughts, feelings, and to relate information (eg to be, to have)
  - mood, declarative statements, interrogative questions, imperative orders
  - negative statements
  - modals to indicate attitude, possibility, ability, likelihood, permission, to make requests, express intentions
that expressing time, manner or place requires using:
- simple and continuous tenses, the present, the past, and the future
- 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:
- relative clauses including pronouns to give further information about a person or object (eg that, which, who)
- coordinating conjunctions to link related ideas (eg and, but, then)

that reporting what people say or think requires using:
- reporting verbs to indicate the purpose of speaking (eg think, know, answer, invite).
Strand: understanding culture—Pathway 1A

Through this strand students become aware of the place of cultural value systems in analysing language and generating their own language, in observing the behaviour and viewpoints of others, 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 manifested in language, and the cultural principles and practices that influence communication in the target language. In • C

In the Primary Years students develop an appreciation of cultural concepts and processes as manifested through a range of texts, and develop an understanding of culture as a dynamic system of perceptions, practices and products. In • C 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. Id • In • KC1

Students 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. Id • In The use of information and communication technologies allows for increased access to information sources on cultural diversity. Students respond appropriately in classroom and community interactions with members of diverse communities. Id • In They recognise the potential benefits of cultural understanding in their own future. F • T

Following is the Key Idea that comprises the understanding culture strand in Pathway 1A.
Students identify connections between cultural values and practices and language use. They recognise how relationships between individuals, families and communities contribute to forming identity in diverse cultural settings. \textit{id • In • KC1}

This includes such learning as:

- valuing diversity and engaging with it in their immediate environment \textit{id}
- recognising that awareness of cultural diversity and the ability to work collaboratively with people from different cultural backgrounds enhances future options \textit{In • F • KC4}
- recognising 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 the ways cultures change over time (eg in food, dress, lifestyle and work options, and in the language of everyday social interaction) \textit{id • In • KC1}
- understanding the values and beliefs that influence social interaction and language use across cultures \textit{id • In}
- discerning and describing patterns of cultural behaviour and expression in familiar settings across cultures (eg school, family, social and retail) \textit{id • KC1 • KC2}
- 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 \textit{id • KC7}
- understanding culturally significant attitudes and beliefs that are related to celebrations and rituals, work, study and leisure \textit{id • In}
- developing a personal perspective on patterns of life in diverse communities, and making comparisons between their own experiences and life in communities where the language is used \textit{id • KC1}
- recognising aspects of cultural values, practices and human experience that are shared across cultures (eg a sense of community, faith and worship). \textit{In}
1.6 Identifies specific cultural practices in communities, and recognises patterns of behaviour across cultures. Id • In • T • KC1

Examples of evidence include that the child:
● engages with significant symbols and features of the culture (eg in song and rhyme; images in pictures) In • T • KC1 • KC5
● observes and comments on aspects of the culture expressed in language (eg greetings, thanking, naming) In • T • KC1
● poses questions about an activity significant to the culture T • KC2
● makes connections with own experience when talking about cultures. Id • KC1

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

3.6 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 relationships between values and practices across cultures. In • KC1
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 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 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.
South Australian Curriculum, Standards and Accountability Framework

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 Idea and Standards are presented through the skills of listening, speaking, reading and writing.

In this Band students express their own ideas, feelings, experiences and aspirations, and respond to those of others. Id • C • KC2 They interpret, organise and respond to information in imaginative and informative texts, and negotiate with others to carry out educational, social and community activities. In • C • KC1

Students engage with language in a structured and supported language environment, with a focus on connecting and applying their learning in new contexts. Contexts include their own physical and social environment, the world of learning and knowledge, the world of their community and society, and the world of the imagination. Topics relate to students’ general interests and their personal and community life, including daily routine; extend to the world of leisure and entertainment, including activities, hobbies and interests; and to topics related to other Learning Areas. F • Id • In

Communication involves students interacting with each other; participating in sharing and group or team work in order to present or exchange personal information, including expressing personal opinions, feelings, plans and ideas; and exploring cross-curriculum and other Learning Area concepts. KC2 • KC4 Language use is supported by focusing on appropriate structures and ways of conveying meaning; and on skills in accessing, storing and retrieving information, including the use of electronic and print dictionaries and CD-ROMs. C • KC7 Students engage in conversations and write their own texts independently in order to exchange information in personal, social and education settings. They explore different forms of communication, including posters, maps, messages and correspondence, descriptions, narratives, reports, personal profiles and chatroom conversations. C

Students listen to, view, read and respond to a range of text types to access and collect new ideas and information, and include authentic material that contains new knowledge and unknown words and structures. KC1

Texts for reading are factual or imaginative. They may be narratives, short stories and descriptions of people, places and events; or concepts related to other Learning Areas, including concept maps, visual cues and vocabulary lists to assist comprehension and support learning. T Students interact with a range of media relating to their world, such as posters, advertisements, labels, forms and greeting cards.

Texts for listening include exchanges between native speakers in real-life settings (eg public broadcasts such as children’s educational and entertainment programs, films and documentaries, and websites). C
They express concepts and ideas about their personal and social world, the world of the community, and the world of knowledge and learning, including concepts from other Learning Areas. **Id • In • C**

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 read texts drawn from authentic sources including children’s readers and texts designed to inform and entertain, including, for example, 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 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 they consolidate their knowledge of sound-symbol correspondences in hiragana and katakana. They write in hiragana, and use katakana where appropriate, applying the writing conventions of kana symbols, and including kanji where appropriate, accessed from lists. They recognise kanji related to, for example, 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 (e.g. health and fitness; personal, school and social life; interests and abilities; education; the environment; the workplace; transport and travel). They recognise key phrases related to instructions and signs and culturally significant events and recognise traditional or full form characters which are used frequently in the community. **In • Id • T • C • KC1 • KC2**

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

Listening

Students listen and respond to texts to access, order and compare information and ideas, and apply knowledge and understanding in new contexts. T • C • KC1 • KC2 • KC6

This includes such learning as:
- understanding that listening involves identifying the intention of the speaker and the context of use T • C
- applying processes for deciphering meaning in spoken texts, identifying and extracting information, and listening for gist in a variety of school and community contexts T • C • KC6
- listening to and recording information in appropriate formats (eg charts, graphs, databases) T • C
- processing, using and analysing information obtained (eg gives personal opinion, makes choices or decisions, infers reasons) T • C • KC1
- contributing to and sharing meaning in structured discussions on aspects of language and culture in spoken texts. In • C • KC2

Speaking

Students develop personal relationships and work in teams to share information and achieve collaborative goals. Id • In • C • KC2 • KC4

This includes such learning as:
- understanding the importance of stress patterns and rhythm in conveying meaning C • KC5
- speaking fluently, audibly and with expression to increase the effectiveness of communication C • KC2
- initiating an interaction using appropriate forms of address, and introducing a topic, using explanation or questions In • C
- maintaining an interaction by responding, agreeing, disagreeing or seeking clarification In • C
- concluding an interaction by using verbal cues for summing up, expressing thanks or taking leave In • C
- creating and performing role-plays involving requests or making arrangements, decisions or choices with others In • KC2 • KC4 • KC6
- engaging in conversations to share personal opinions and giving short presentations, on topics of personal interest. C • KC2 • KC7
At Standard 1, towards the end of Year 2, the child:

1.1

Makes connections between phrases and their meanings, in response to instructions, questions and requests. \( \text{Id} \bullet \text{In} \bullet \text{C} \bullet \text{KC2} \)

Examples of evidence include that the child:
- relates sounds to appropriate characters, symbols or pinyin/romaji in text \( \text{T} \bullet \text{C} \bullet \text{KC1} \bullet \text{KC6} \)
- discerns patterns in sound and intonation \( \text{In} \bullet \text{KC1} \bullet \text{KC5} \)
- identifies the meaning and function of words and texts \( \text{C} \bullet \text{KC2} \)
- responds personally to ideas in songs and stories \( \text{T} \bullet \text{C} \bullet \text{KC2} \)
- follows instructions to carry out actions (eg games, activities and class routines). \( \text{T} \bullet \text{C} \bullet \text{KC3} \)

1.2

Expresses own ideas and responds appropriately in group activities and in social contexts. \( \text{Id} \bullet \text{In} \bullet \text{C} \bullet \text{KC1} \bullet \text{KC2} \bullet \text{KC4} \)

Examples of evidence include that the child:
- asks and responds to questions to share personal opinions about ideas in stories, songs, activities \( \text{Id} \bullet \text{C} \bullet \text{KC2} \)
- engages collaboratively in conversational activities \( \text{In} \bullet \text{C} \bullet \text{KC4} \)
- plans and presents talks on topics of personal interest \( \text{In} \bullet \text{C} \bullet \text{KC2} \bullet \text{KC3} \)
- responds appropriately in social exchanges with peers and adults. \( \text{C} \bullet \text{KC2} \)

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. \( \text{T} \bullet \text{C} \bullet \text{KC2} \)

Examples of evidence include that the student:
- responds to questions to describe features of content or language in text \( \text{C} \)
- deciphers meaning of new words from contextual clues \( \text{T} \bullet \text{KC1} \)
- recognises and shares new information presented in text \( \text{In} \bullet \text{T} \bullet \text{C} \bullet \text{KC2} \)
- uses information to make decisions or suggestions, and expresses personal opinions \( \text{Id} \bullet \text{T} \bullet \text{C} \bullet \text{KC2} \)
- records information in specific formats (eg map, table, chart, picture, database). \( \text{C} \bullet \text{KC2} \)

2.2

Engages in social interaction to build relationships and exchange opinions and ideas with others. \( \text{Id} \bullet \text{In} \bullet \text{C} \bullet \text{KC2} \)

Examples of evidence include that the student:
- asks and responds to questions to exchange personal and factual information \( \text{Id} \bullet \text{C} \bullet \text{KC2} \)
- retells or gives opinions related to spoken texts \( \text{C} \bullet \text{KC2} \)
- manipulates language resources to respond in new contexts \( \text{T} \bullet \text{C} \)
- uses language suited to the needs of conversational partners or audience \( \text{In} \bullet \text{T} \bullet \text{C} \)
- works collaboratively and in teams to prepare and present ideas. \( \text{In} \bullet \text{C} \bullet \text{KC4} \)

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. \( \text{T} \bullet \text{C} \bullet \text{KC1} \)

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

3.2

Contributes information and expresses own ideas in learning activities. \( \text{In} \bullet \text{T} \bullet \text{C} \bullet \text{KC2} \)

Examples of evidence include that the student:
- speaks with appropriate register in interactions among peers and adults \( \text{In} \bullet \text{C} \)
- participates in problem-solving activities \( \text{In} \bullet \text{C} \bullet \text{KC6} \)
- offers additional detail, or expresses an alternative view, on an issue in discussion \( \text{In} \bullet \text{C} \bullet \text{KC2} \)
- uses language for dramatic or emotional effect in a speech, a play or poetry reading, or a video. \( \text{In} \bullet \text{C} \)
Strand: communication—Pathway 2A

Reading

Sudents read and respond to texts to access, order and compare information and ideas, and apply knowledge and understanding in new contexts. T • C • KC1 • KC6

This includes such learning as:

- appreciating that reading involves recognising and understanding the context and identifying key ideas, and transferring knowledge and understanding to new contexts T • C • KC6
- conceptualising that texts have a purpose and context T • C • KC1
- understanding that reading for meaning goes beyond direct translation T • C
- analysing purpose, structure and meaning, and identifying particular forms and conventions in texts T • C • KC1
- recognising that linguistic choices are made in texts to have a particular impact on others T • C
- reading for gist in text, and identifying and classifying information obtained from a variety of sources (including electronic), to construct their own texts T • C • KC1
- contributing to class discussions on aspects of language and culture in written texts In • C • KC2
- accessing online sources to search for information and to learn more about the language C
- referring to pinyin/furigana glossing, character charts and lists to interpret meaning T • KC6
- inferring the meaning of a compound word by relating the meanings of individual characters (電車, 火車) T • KC6
- recognising how the meaning of known characters applies in new contexts. T • KC1

Writing

Sudents write their own texts to express personal views, experiment with new ideas, and build relationships with others. Id • C • KC2 • KC4 • KC6

This includes such learning as:

- recognising that effective written communication is influenced by purpose and context, and involves engaging reader interest (eg in a letter, a poster or an e-mail message) T • C • KC2
- applying appropriate forms of address to different audiences (eg peers, authority figures) In • C
- using appropriate conventions, register and tone for different purposes and audiences In • C
- developing a logical sequence of ideas (eg by elaborating or adding details) T • C • KC3
- planning and organising information using appropriate formats to experiment with new ideas, construct own texts (eg note-taking, comparative charts, concept maps) T • C • KC3 • KC6
- communicating and collaborating with others by combining text and graphics T • C • KC2 • KC4
- expressing own ideas and thoughts, and exchanging personal information, in diverse written forms T • C • KC2
- 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
- using text and format conventions (eg squared paper, punctuation).
1.3

**Identifies key information and ideas in texts to share with others.**

In • T • C • KC1 • KC2

Examples of evidence include that the child:
- discriminates between writing systems in deciphering meaning T • KC1
- identifies and names symbols/characters in context In • T • C • KC6
- uses knowledge of individual sound-symbol correspondences to work out how to read a word T • KC6
- infers the meaning of new characters/words in, for example, picture/story books, by relating objects/events to known oral language. C • KC6

2.3

**Accesses ideas conveyed in texts to collaborate, share meaning and take action with others.**

In • T • C • KC1 • 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 • KC6
- 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

1.4

**Writes short messages to convey key points of information to others.**

T • C • KC1 • KC2

Examples of evidence include that the child:
- selects appropriate characters/words from lists/charts to label objects, and express ideas T • C • KC2
- forms legible symbols, characters and words when copying from models C
- sequences a set of symbols/characters to make own meaning in a word, phrase or sentence T • C • KC2
- writes with attention to purpose or audience (eg poster, message, labelling items). In • C • KC2 • KC7

2.4

**Writes own texts to express knowledge and understanding and convey personal meaning to others.**

Id • In • C • KC2

Examples of evidence include that the student:
- uses models to apply text conventions in own writing (eg salutations and closures in correspondence) T • C • KC2
- links ideas in sentences T • C
- develops coherence and sequence in texts (eg paragraphing) T • C
- acknowledges the interests or expectations of readers in constructing texts 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

3.3

**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
- recognises discourse patterns in texts T
- infers the specific meaning of low frequency characters/words from contextual clues. T • KC6

2.4

**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 (eg 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
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 focus 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.

In this Band students develop an understanding of how the language operates to create meaning in a range of contexts. They develop overall literacy across languages by making comparisons and drawing connections between many languages. They experiment with ideas and patterns in language, and identify and recognise the value of language learning for their past, present and future.

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.

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. 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.

Following is the Key Idea that comprises the understanding language strand in Pathway 2A.
Students analyse patterns and systems and experiment with language. They develop understanding that there are diverse ways to communicate with and relate to others. In • T • C • KC1 • KC2 • KC6

This includes such learning as:

- understanding explanations and participating in discussions about language and how language works T • C
- understanding how the form of the language affects comprehension and construction of meaning T • C
- discerning patterns and rules in language use (eg rules for word order and sentence construction) In • T • C • KC1
- discovering functions of grammatical concepts (eg how to elaborate the message, organise ideas, and relate to the overall system of the language) T • C
- focusing on the purpose and features of text types and how these are used in interpreting texts, including the different functions of texts (eg requests, questions, instructions, statements and commands) T • C
- recognising that languages operate in culturally specific ways and do not translate directly In • C
- identifying variants within the spoken language (eg accent and dialect), including where and when they are used In • C
- developing strategies for deciphering unknown words and structures from context, interpreting graphic features of texts; and using resources, models and dictionaries T • C • KC6
- applying patterns deliberately when composing their own meaning for particular audiences (eg by connecting ideas and linking sentences to form a paragraph) In • T • C • KC2 • KC3
- developing organisational skills in the management and retrieval of personal files to assist their comprehension and process information (eg using print and electronic dictionaries and reference materials, glossaries and concept maps) T • C • KC7
- making connections across languages (eg making comparisons about word order and sentence construction, comparing spoken and written forms across languages) In • T • C
- 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
- recognising that the precise sound and meaning of each symbol/character must be learned individually T
- creating or applying mnemonic devices to help recognise the forms and sounds and/or meanings of symbols/characters (eg identifying visual clues or creating stories to relate form to sound/meaning) In • T • KC6
- exploring connections between characters by relating component parts (eg identifying components omitted, selecting from options to construct characters, classifying characters by their common components such as 信-住, 思-意, 茶-花) In • T • KC1
- identifying connections between the sound or meaning of known characters/components and the sound or meaning of other characters in which they appear (eg 子, 学) In • T • KC1
- improving skills in character balance and proportion by practising characters on squared paper C
- recognising that knowledge of component parts assists in learning the sound and meaning of a new character In • T • KC1
- 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) In • T • KC6
- applying mnemonic devices to recall the form (how to write) a character/symbol In • C • KC6
- spelling a character by naming its component parts or strokes, in order (eg 虫+世+木=蝶) T • KC1
- 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 (eg 话-语-語-話, 孝-教) In • T • KC1
- 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 resources, models, word lists, dictionaries, and references to comprehend and compose texts and to learn about the language T • C • KC1
At Standard 1, towards the end of Year 2, the child:

1.5

Identifies patterns in language and compares how sound and meaning are conveyed across languages. In • T • C

Examples of evidence include that the child:
- asks questions about the language (eg how a particular word or meaning is conveyed in writing) T • KC6
- applies concepts of character and word formation in writing T • C • KC2
- identifies connections between the form of characters and their sound and meanings In • T • KC1
- makes use of support materials (charts and lists) in reading and writing text C • KC1 • KC2
- focuses on standard pronunciation when articulating words in print T • C • KC2
- refers to linguistic features to describe meaning and ideas in texts. In • T • C • KC2

referring to wallcharts for rules for stroke order and direction and for the sounds and forms of kana symbols, and to character charts or lists for key vocabulary items T • C
- 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
- developing and maintaining lists of key vocabulary, classified in logical/topical groups. T

In Japanese:
- exploring the application of loan words and transliterations in Japanese (eg Australia 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, ビーター), and how words are expressed in romaji (eg トキョウ, おしごと) In • T
- exploring the origin and evolution of characters, and their relationship to hiragana and katakana syllabaries 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
- discriminating the correct reading of kanji from context KC6
- maintaining kanji lists to enhance their ability to apply kanji in communicating ideas.

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

referring to wallcharts for rules for stroke order and direction and for the sounds and forms of kana symbols, and to character charts or lists for key vocabulary items T • C
- 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
- developing and maintaining lists of key vocabulary, classified in logical/topical groups. T

In Chinese:
- accessing vocabulary in characters by referring to character or word lists 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 (eg 離, 備, 書, 筆, 畫, 華, 漢, 言/言, 金, 食)
- 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).

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

- asks questions about the language (eg how a particular word or meaning is conveyed in writing) T • KC6
- applies concepts of character and word formation in writing T • C • KC2
- 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
- applies strategies for recalling the form of characters in constructing own texts T • C • KC2
- refers to available clues to infer the sound/meaning of a character. T • KC6
- 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
- applies strategies for recalling the form of characters in constructing own texts T • C • KC2
- refers to available clues to infer the sound/meaning of a character. T • KC6

In Japanese:
- exploring the application of loan words and transliterations in Japanese (eg Australia 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, ビーター), and how words are expressed in romaji (eg トキョウ, おしごと) In • T
- exploring the origin and evolution of characters, and their relationship to hiragana and katakana syllabaries 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
- discriminating the correct reading of kanji from context KC6
- maintaining kanji lists to enhance their ability to apply kanji in communicating ideas.

In Chinese:
- accessing vocabulary in characters by referring to character or word lists 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 (eg 離, 備, 書, 筆, 畫, 華, 漢, 言/言, 金, 食)
- 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 increasing learners’ conscious awareness of the nature, function and purpose of the following structures and conventions of the writing system:

- that characters/kana are composed of a limited range of strokes, written in a set direction and sequence
- that structure, balance and proportion are important aspects in writing characters and symbols
- that components may be located in different parts of a character, and vary in form depending on location (eg 心，人，昨)
- that many basic characters/components are symbolic representations of known objects or ideas, or are purely abstract representations (eg 西，南，先)
- that some components are ‘bound forms’ (ie they do not occur as basic characters in that form, but represent key meaning parts such as 宝，草)
- that many components or bound forms are variants of a basic character (eg 手，又，令 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 林，食，反)
- 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
- that many characters are phonetic compounds, with a component to denote or approximate the sound of the character (eg 早，寺，持，古)
- that the meaning of a character depends upon its context, and that many characters have a broad meaning that applies in many words.

In Japanese:

- that hiragana and katakana are phonetic symbols derived from kanji
- that there are spelling conventions of all hiragana and katakana
- 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 have multiple pronunciations depending on the linguistic environment.

In Chinese:

- that some characters have more than one sound, and represent more than one meaning (eg 觉，睡，和，暖)
- 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).
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 (e.g., all, several) and comparatives (e.g., 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 (e.g., prepositional phrases, adjectives, and coordination)
  - verbs to talk about actions, thoughts, feelings, and to relate information (e.g., 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, permission, to make requests, 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 (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 observing and analysing the language, behaviour and viewpoints of others; in generating their own language; and in interacting with others 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 this Band students develop appreciation of cultural concepts and processes as manifested through a range of texts, including stories, games and songs. They make comparisons across cultures, and develop their understanding of culture as a dynamic system of perceptions, practices and products. KC1 They demonstrate adaptability and initiative in using the target language in diverse cultural contexts, and negotiate with others in educational, social and community activities.

Following is the Key Idea that comprises the understanding culture strand in Pathway 2A.
Students develop an appreciation of cultural heritage and diversity in cultural values and practices. They learn to appreciate how personal and social values relate to individual and group identity.  

This includes such learning as:

- viewing and thinking about culture and its implications, including recognising that identity and language use are associated with cultural concepts (e.g., community and nationhood, ethnicity, geographical and political identity)  
- identifying the origins and importance of distinctive values and beliefs that influence social interaction (verbal and non-verbal)  
- developing a personal perspective on patterns of life in diverse communities, including drawing on their own experiences and reflecting on the ways lifestyles may develop or change in the future  
- describing patterns of cultural expression in familiar settings (e.g., school, family, social and retail)  
- recognising aspects of cultural values, practices and human experience that are shared across cultures, including attitudes and beliefs related to aspects of work, study and leisure and a sense of community, faith and worship  
- exploring the history and influence of the diversity of cultures within the Australian and international community, and considering how these might continue to shape our society  
- reflecting on aspects of the culture viewed through a range of media (e.g., television programs, video recordings, magazines, film, literature, art, World Wide Web).
At Standard 1, towards the end of Year 2, the child:

1.6

Identifies cultural values expressed in social interactions and demonstrates awareness of diversity in cultural practices and values. Id • In • T • KC1

Examples of evidence include that the child:
- asks questions which reflect on aspects of culture in stories, language and behaviour
  In • C • KC2
- recognises diversity in images across cultures (e.g., urban/rural life, homes, dress, food, behaviour)
  Id • In • KC1
- recognises and applies appropriate verbal and non-verbal behaviour in culture-specific settings
  In • C • KC1 • KC2
- makes connections between features of culture in text and their own experience. Id • T • KC6

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 (e.g., 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 (e.g., stories, songs, films) Id • C
- reflects on the role of language in expressing their own identity and experiences (e.g., use of idioms, colloquial expressions, slang) Id • T
- applies appropriate speech and action in social interactions with others (e.g., 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