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 learners

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

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

Rationale for the non-alphabetic framework

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

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

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

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

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

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

**Learner Pathways**

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

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

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

Within each Pathway there are two entry points as follows:

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

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

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

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

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

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

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

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

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

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

**Conceptualising a differentiated Pathway**

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

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

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

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

### Writing system

<table>
<thead>
<tr>
<th>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 (ie 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 (eg a character can be a symbol when it, along with kana script, is contrasted to an alphabet).</td>
</tr>
</tbody>
</table>
Character types

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

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

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

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

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

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

**Strokes** (筆画)

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.

**Components** (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. 謝), but has only two sides.

**Sides** (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/radical** (形旁/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, 亅).

**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, 見).

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

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

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

- communication
- understanding language
- understanding culture.

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

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

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

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

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

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

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

### The connection between Standard 5 and the Year 12 Standards in languages (Pathway 1A)

The following Senior Years Scope in languages (Pathway 1A) is used by Year 10 teachers and other teachers who prepare local courses for Years 11 and 12. Increasingly, in Year 10 to some extent and in Years 11 and 12, the detail of the Senior Years Band Scope in languages (Pathway 1A) will be drawn from more specialised units/curriculum statements provided by external sources (eg SSABSA, VET). The connection between these courses and the SACSA Framework is provided by the Essential Learnings which teachers integrate into the students’ learning programs.
**Strand: communication—Pathway 1A**

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

Students learn in a structured and supported language environment, with a focus on constructing and interpreting texts and extending, connecting and applying their learning in new contexts. T • C • KC6 Contexts include their own physical and social environment, the world of learning and knowledge, and environments in which the target language is used. Topics relate to students’ general interests and aspirations, personal and community lifestyles, and the world of leisure and entertainment, both locally and in environments where the target language is used.

To access new ideas and information, students engage with a range of text types, including extended and authentic material drawn from popular magazines and other media in print and online, containing unknown words and structures and new concepts. C • KC1 Texts for listening include exchanges between native speakers in real-life settings, including public broadcasts such as news and weather, or films and documentaries with subtitles. They listen to, view, read and respond to texts to develop their capability to understand and use the target language in new contexts; and to learn about their social and educational world, the world of knowledge and learning, and about communities where the language is used. In • T • C • KC2

Students’ communication involves interacting with each other to present or exchange personal information, including expressing personal opinions, feelings, aspirations and ideas, and responding to those of others. Id • T • C • KC2 Language use is supported by focusing on skills in accessing, storing and retrieving information, including the use of electronic and print dictionaries and other electronic and digital information sources; and on extending students’ understanding of how language is used in particular contexts. F • T • KC1 • KC7

Learners identify patterns and explore connections within the writing system, relating their prior knowledge of the form, sound and meaning of kana symbols, characters and components to expand their vocabulary and overall understanding of the system. In • T • C • KC1 • KC5. They read texts drawn from authentic sources with normal formatting (no word spacing) (eg handwritten letter, newspaper headline and key paragraph, public notice, advertisement, cartoon and website homepage), as well as extended texts modified to include only characters/vocabulary encountered in their learning. C • T • KC2 • KC6

They write and edit texts in their own hand, structuring characters with attention to strokes and individual components. They write and edit texts using word processing tools, selecting appropriate characters from lists on-screen. They use print and electronic bilingual dictionaries and glossaries to assist in constructing and analysing texts. In • T • C • KC2. They search websites to access information to assist language learning, and to explore ways the language is constructed using various fonts and programs, and to access information to be applied in constructing their own texts. KC7. In Japanese and Chinese they recognise characters related to youth, identity, education, aspirations, leisure and travel, the world of work and tourism, and life in communities where the language is used. In • T • KC1

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

**Listening**

Students listen and respond to texts to analyse and interpret meanings in diverse media. They develop thinking skills, making connections between ideas, and using processes of inquiry in seeking solutions to problems. In • T • C • KC1 • KC2 • KC6

This includes such learning as:

- conceptualising that tone and pace influence the way meaning is conveyed in speech C • KC1
- identifying layers of meaning (eg gist, main points, specific or supporting detail) T • C • KC1
- making judgments in determining the relevance and irrelevance of detail in text T • C • KC1
- distinguishing between fact and opinion and the intention of the speaker C
- using analytical skills to identify linguistic choices and cultural aspects in texts T • KC1
- processing and using information obtained in seeking solutions to problems (eg to make choices or decisions, or infer reasons) In • T • KC6
- deciphering meaning of new words using contextual clues or prior knowledge T • KC1
- listening to or viewing a range of media for personal enjoyment and to research and learn more about the language and culture. In • C • KC1 • KC7

**Speaking**

Students interact to exchange ideas, information and opinions, and demonstrate ways of working toward collaborative goals. In • C • KC2 • KC3 • KC4

This includes such learning as:

- using forms of address appropriate to the audience in a range of formal and informal settings In • C • KC2
- initiating an interaction by eliciting, informing, directing and introducing a new point C • KC2 • KC6
- maintaining interaction by responding to an intervention by replying to, agreeing or disagreeing with other points of view In • C • KC2
- adapting or reformulating language as a result of feedback C
- concluding an interaction appropriately, or concluding a topic by summing up C
- working in teams to research, plan, organise and present information and ideas to others In • KC1 • KC2 • KC3 • KC4
- applying stress patterns and rhythm to add emphasis.
At Standard 4, towards the end of Year 8, the student:

4.1

Makes connections between the main ideas and supporting detail in texts to make decisions.

In • T • C • KC1

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

In • C • KC2

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

5.1

Identifies and analyses key points of information to form an opinion. In • T • C • KC1

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

T • C • KC2

Year 12 Standards

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
- 43 Stage 2 languages at all levels—accelerated, extended and/or specialist
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.

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

4.2

Expresses own experiences, ideas and opinions in social interactions. In • C • KC2

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

In • C • KC2

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

5.2

Works cooperatively to share information and ideas, and present opinions on issues of interest. In • C • KC2 • KC4

Examples of evidence include that the student:
- recognises and responds to the audience in initiating and concluding an interaction or presentation In • C • KC2
- reflects planning in the organisation of ideas and information
- expands the message and qualifies information by providing reasons for decisions/opinions C • KC2
- expresses preferences and reasons in discussing issues C • KC2
- seeks and gives follow-up information to resolve an information gap or to verify information

In • KC1
- negotiates with others to achieve common goals.

In • KC4
**Strand: communication—Pathway 1A**

**Reading**

Students analyse and interpret meanings in texts. They make connections between ideas and perspectives, and extend their knowledge of how meaning is expressed in culturally specific ways.

This includes such learning as:

- identifying features of text development (eg through the use of expansion, elaboration or restating of information)
- identifying layers of meaning (eg gist, main points, specific or supporting detail), and making judgments in determining the relevance and irrelevance of detail in text
- scanning, note-taking, synthesising and using research skills in order to access and organise information to present to others
- distinguishing between fact and opinion, and the intention and motivation of the writer; and the value of reading for both pleasure and learning enhancement
- using resources (eg vocabulary/character lists, glossaries and dictionaries) to decipher unknown characters and interpret texts.

**Writing**

Students write their own texts to apply knowledge and understanding of the writing system and to present ideas and provide personal reflections in new contexts.

This includes such learning as:

- sequencing and developing ideas, including ordering ideas and information for a particular effect
- judging the appropriateness of words for particular purposes or contexts when using dictionaries and other resources
- editing by checking the content for coherence, relevance, sufficiency and value
- reconstructing information from various sources (eg summarising based on the main idea, specific portions or whole texts)
- writing in imaginative and expressive ways to maintain relationships with others; convey information, opinions and ideas; and to entertain others
- using resources (eg print and electronic dictionaries, character lists) to access key vocabulary to extend or elaborate the message when constructing text.
At Standard 4, towards the end of Year 8, the student:

4.3

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

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

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

5.3

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

Examples of evidence include that the student:
- identifies the overall purpose of the text (eg to inform, entertain, persuade) C
- identifies a sequence of events or suggests reasons for events C • KC3
- uses different formats to classify and display information C • KC1 • KC2
- compares information to make choices or decisions T • KC1
- provides supporting evidence for a decision or opinion T
- deciphers the meaning of unfamiliar characters/words in text using a dictionary. T • KC6

4.4

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

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

Year 12 Standards

5.4

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

Examples of evidence include that the student:
- recognises appropriate text conventions for the purpose T • C • KC3
- structures ideas and demonstrates a logical sequence C
- extends or elaborates the message using, for example, comparison or contrast T • C
- uses imaginative or expressive language to inform or entertain others In • C • KC6
- extends the message using available resources. T • C • KC1 • KC2

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The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

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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 Senior Years students analyse linguistic and cultural dimensions of language use, and independently build upon their understanding of the systemic nature of languages. They analyse how meaning is conveyed in a range of contexts, and make comparisons and draw connections between languages to develop their meta-linguistic knowledge and overall literacy.

Students analyse the conventions and system of the language to expand their understanding of how meaning is conveyed in a range of contexts. They make comparisons and draw connections between languages, developing meta-linguistic knowledge and overall literacy across languages. They think critically about communicating, evaluating ideas and standpoints expressed in various media, and expressing their own thoughts and ideas effectively.

Students understand and interpret meaning in a range of contexts, using their knowledge of language to research, collect and organise information. They explore topical issues and a range of future possibilities related to their personal, social and further education and training worlds, recognising that information is available worldwide, traversing time and space. They challenge assumptions about the past, present and future; and demonstrate the capability to think critically about form, content and underlying intentions in a range of media.

Students explore and make connections between features of the writing system to develop skills in applying semantic and phonetic information in known characters and components to characters they will encounter in future learning, and to extend their character knowledge independently. They focus on increasing their knowledge of the form and structure of symbols and characters by exploring origin of and relations between components and characters in the system. They explore a range of texts drawn from authentic sources to develop skills in deciphering and interpreting meaning in real-life contexts where it is not necessary to understand the entire message.

Following is the Key Idea that comprises the understanding language strand in Pathway 1A.
Students recognise the systemic nature of language by analysing connections within the grammatical and writing systems, and applying these in their own learning.

This includes such learning as:

- conceptualising and discussing features and patterns of the language evident in texts to explain how the language system works
- analysing and discussing how the message varies according to context and purpose (i.e., understanding formal and informal registers, and when and where they apply)
- reflecting on how information is organised in the language by analysing the relationship between word order and meaning
- applying knowledge of language concepts and processes to their own learning (e.g., using a range of structures to organise and relate their ideas and elaborate their message)
- conveying meaning in culturally specific ways (e.g., the use of idiom, colloquial expressions or figurative expression)
- comparing and contrasting how meaning is conveyed in their first language and other languages (e.g., recognising that there is not a word for word equivalence across languages, and that interpreting language involves interpreting cultural meaning)
- reflecting on how personal identity influences the way language is used to describe the world, everyday life and relations, and how meaning is conveyed in culturally specific contexts
- developing understanding of character form and meaning by exploring the origins or derivations of characters/components
- applying knowledge of character components and making semantic and phonetic associations to memorise and recall new vocabulary
- identifying the names and meanings and evolution/origins of basic characters, including bound forms (e.g., \( \hat{v} \), \( \hat{v} \), \( \hat{v} \), \( \hat{v} \))
- analysing the function of components in a range of characters (i.e., whether they operate as semantic or phonetic indicators)
- judging the extent to which radical classification corresponds to the meaning of characters containing the component (e.g., 知, 短, 医, 族, 家, 字, 客, 室)
- judging the degree of reliability of common phonetic components which recur in compound characters (e.g., 舌, 話, 活, 口, 何, 哥, 河)
- analysing how the meaning of a known character or component is related to the meaning of a new compound character (e.g., 族, 旅, 寺, 時, 待)
- recognising characters that have been rendered purely symbolic by language evolution (e.g., 发, 汉, 书, 車, 东 in Chinese; 賜, 柴, 発 in Japanese)
- identifying how the meaning of a character is related to the meaning of a new compound word (e.g., 地方, 地図, 図, 月/節日-季节/節, 社会/業-商场/場)
- acknowledging the importance of stroke counting in searching a dictionary efficiently
At Standard 4, towards the end of Year 8, the student:

4.5

Identifies and applies patterns in spoken and written language.
In • T • C • KC1 • KC2 • KC5

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

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

5.5

Applies knowledge of language to analyse and describe patterns in the spoken and written language. In • T • C • KC1

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

Year 12 Standards

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● in Japanese, exploring relationships between kanji and modern Chinese characters (e.g., common simplifications 学-学, varied uses/meanings 好-安; Japanese specific kanji 広-广, 町-町; unsimplified kanji 動-动, 漢-汉)
In • T • KC1
● in Chinese, recognising relationships between simplified and traditional or full forms of common character components (e.g., 孻-只, 雞-鸡, 雙-双, 應-应).
In • T • KC1
Structures and conventions of the grammatical system

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

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

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

- that combining, structuring and making cohesive and coherent messages require using:
  - subordination, using adverbial clauses to indicate time (eg when, before, since), reason (eg because), result (eg so that), condition (eg if) and concession (eg although)
  - relative clauses including pronouns to give further information about a person or object (eg that, which, who)
- past and present participles to relate actions
- coordinating conjunctions and prepositional phrases to link related ideas (eg and, but, then)
- referring back or referring forward (eg this, that, if so, such)
- ellipsis (ie leaving out a word)
- the passive voice to focus on the thing affected
- cleft sentences to take the focus off the subject, to describe places or situations, or to comment on actions and experiences (ie 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 1A

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

In the Senior Years students engage with a range of texts drawn from everyday life, including popular media, film and literature in order to research, identify and explain cultural concepts and processes; and make comparisons and connections with their own cultural experience. **Id • In • KC1 • KC2** They conceptualise cultures as dynamic systems of perceptions, practices and products that vary according to place and time; and learn how other cultures and communities view their world. **F • In • KC1** They critically analyse perspectives and intentions of others through interpreting how values and beliefs are expressed in text and social interaction. **In • T • KC1 • KC2**

They engage with and evaluate ideas, and discern diverse cultural standpoints on historical and contemporary issues and events, identifying possible solutions and future scenarios. **F • T • KC1 • KC6** They reflect critically on how ideas and standpoints of diverse groups are represented in language, recognising the power of language to be used in positive and negative ways, and how language can be used to negotiate in diverse cultural settings. **In • C • KC1 • KC2**

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

Students recognise connections between identity and cultural values, and how these are expressed in language. They develop an awareness that texts are socially constructed in response to the needs of specific groups in particular times and places.

This includes such learning as:

- learning and applying knowledge of cultural concepts and ways of thinking and learning about culture
- analysing the origins and importance of, and relationship between, aspects of social, political and economic systems, the physical environment and historical development; and assessing the influence of these aspects on cultural values and practices
- appraising how the dynamic nature of a culture is expressed through and reflected in language
- developing a critical approach to interpreting and presenting ideas related to cultural influences and perspectives
- analysing different ways of perceiving and expressing reality
- identifying the interconnections between language use and cultural values (eg in idiom, colloquial language, register and formality)
- reflecting on the way diverse communities within and across cultures view the past and present, and plan for the future; and the ways these differences are expressed in texts
- reflecting on the values systems of diverse cultures, across age levels, religions, environments, genders and time, and placing the construction of their own biography within this context
- making connections between their own values, beliefs and experiences and those of their peers in communities where the target language is used
- reflecting on how personal identity influences the way language is used to describe the world and everyday life, and how meaning is conveyed in culturally specific contexts.
At Standard 4, towards the end of Year 8, the student:

Identifies references to cultural identity, values and practices in texts. \( F \times Id \times In \times T \times KC1 \)

Examples of evidence include that the student:

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

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

Recognises and responds to representations of cultural identity, values and practices in text. \( F \times Id \times In \times T \times KC2 \)

Examples of evidence include that the student:

- recognises cultural values and practices as products of their time and place \( F \times Id \times In \times KC1 \)
- appraises perspectives about aspects of the culture \( In \times KC1 \)
- recognises alternative positions on issues across cultures \( F \times In \times KC1 \)
- challenges stereotypes about cultural values \( In \times T \)
- reflects on own changing values and identity in expressing opinions about culture. \( F \times Id \times KC1 \times KC2 \)

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Languages (non-alphabetic)

Pathway 1B

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

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

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

- communication
- understanding language
- understanding culture.

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

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

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

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

In non-alphabetic writing systems learners also focus on developing systematic knowledge of the writing system, which requires a different type of analysis in developing understanding of non-alphabetic representations of sound and meaning and how the orthographic system is organised and constructed. Learners focus on developing overall awareness of relationships within the 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 measure children use and understand pattern, order and relationships within the target language. It is also evident when learners develop understandings of concepts such as time, number and space within different cultural practices.

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

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

In the Senior Years students conceptualise and explain the interdependence of language and culture and the power of language as a medium for moving between cultures and for building positive and reciprocal inter-cultural relationships. **In • C** They explore diverse cultural perspectives and develop a personal position on issues and ideas of local and global significance. **Id • In • KC6** They critically engage with the relationships of cause and effect in historical and contemporary issues and events, anticipating possible consequences, and analysing how their ideas are connected with those of others, and their future, at a local and global level. **F • C • In • KC1 • KC6**

Students learn in a structured and supported language environment, with a focus on constructing and interpreting texts and extending, connecting and applying their learning in new contexts. **T • C • KC6** Contexts include their own physical and social environment, the world of learning and knowledge, and environments in which the target language is used. Topics relate to students’ general interests and aspirations, personal and community lifestyles, and the world of leisure and entertainment, both locally and in environments where the target language is used.

To access new ideas and information, students engage with a range of text types, including modified and authentic material drawn from popular magazines and other media in print and online, containing unknown words and structures and new concepts. **C • KC1** Texts for listening include exchanges between native speakers in real-life settings, including public broadcasts such as news and weather, or films and documentaries with subtitles.

Students’ communication involves interacting with each other to present or exchange personal information, including expressing personal opinions, feelings, aspirations and ideas, and responding to those of others in social and educational settings. **Id • T • C • KC2** Language use is supported by focusing on skills in accessing, storing and retrieving information, including the use of electronic and print dictionaries and other electronic and digital information sources; and on extending students’ understanding of how language is used in particular contexts. **F • T • KC1 • KC7**

They write their own extended texts of several paragraphs, including narratives, descriptions, arguments or justifications, and personal reflections or responses to texts. **KC2** They use their writing to express and exchange experiences and ideas about their personal, social, educational and working worlds; with a focus on their future aspirations; and about communities where the target language is used. **F • Id • C • KC2**

Students explore the origin and 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 explore short texts drawn from authentic sources (signs, headlines, advertisements, instructions), to identify key information and develop inferencing skills to identify the meaning of unfamiliar words/characters in text. In • T • C • KC1 • KC2 • KC6 They read authentic texts drawn from a range of sources (eg handwritten letter, newspaper headline and key paragraph, public notice, and website homepage), with pinyin/furigana glossing provided for unfamiliar characters or access to a glossary or word list to assist comprehension. They read extended texts modified to include only characters/vocabulary encountered in their learning.

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-component structure, balance and proportion. They create their own texts relying on word lists and charts, or word processing tools, selecting appropriate characters from lists on-screen. They use print or electronic bilingual dictionaries and glossaries to assist in constructing and analysing texts. In • T • C • KC2

In Japanese and Chinese they recognise characters related to youth, identity, education, aspirations, leisure and travel, the world of work and tourism, and life in communities where the language is used. In • T • KC1

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

Listening

Students listen and respond to texts to interpret meaning and extend their knowledge of the language in new contexts. They develop thinking skills, making connections between ideas, and using processes of inquiry in seeking solutions to problems. In • T • KC2 • KC6

This includes such learning as:

- recognising that listening involves understanding the intention of the speaker and the context of use C
- analysing the purpose, structure and meaning of texts and identifying linguistic choices made in texts C • KC1
- identifying activity sequences or specific information in a story or procedure T • C • KC3
- using analytical skills to identify linguistic choices and cultural aspects in texts T • KC1
- processing and using information obtained in seeking solutions to problems (eg to make choices or decisions, or infer reasons) In • T • KC6
- responding to oral instructions to complete an activity or procedure C • KC2
- participating in class discussions on aspects of language and culture in texts. T • KC2

Speaking

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

This includes such learning as:

- recognising the importance of stress patterns and rhythm in conveying meaning C
- initiating an interaction using forms of address appropriate to different audiences; and introducing a topic using explanation or questions C • KC2
- maintaining interaction by responding to an intervention by acknowledging it, and by inquiring to seek clarification In • C • KC2
- concluding an interaction by using verbal cues for summing up C
- experimenting with language and varying or substituting aspects of language to express their own meaning C • KC2 • KC6
- collaborating with others in creating and performing role-plays involving making requests, arrangements, decisions or choices In • C • KC2 • KC4 • KC6 • KC7
- composing and presenting information and personal opinions to audiences of their peers or other language users. In • KC2 • KC3
At Standard 4, towards the end of Year 8, the student:

4.1

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 T • KC1 • KC5
- responds to questions about self, home life and interests Id • C • KC2
- works in teams in response to instructions or requests. In • KC4

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

5.1

Makes connections between the main ideas and supporting detail in texts to make decisions.

In • T • C • KC1

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

Builds relationships and presents information in social interactions.

In • C • KC1 • KC4

Examples of evidence include that the student:
- formulates and responds to factual questions to access information and services (eg time, place, quantity) In • C • KC6
- 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 (eg role-play). In • KC2 • KC4 • KC8

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

Examples of evidence include that the student:
- applies verbal cues to initiate and conclude an exchange or presentation C
- asks for repetition, rephrasing and clarification to sustain the interaction In
- selects appropriate structures to elaborate meaning (eg using adjectives, time phrases) C
- asks and responds to factual, open-ended questions (eg why, how) C • KC2
- expresses a personal reason, opinion or feeling in conversation.
**Strand: communication—Pathway 1B**

**Reading**

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

This includes such learning as:

- recognising that reading involves identifying the intention of the author and the intended audience **C**
- identifying linguistic choices that are made in constructing texts **C • KC1**
- identifying the context in reading for gist in text **T • KC1**
- demonstrating ways information obtained needs to be processed in order to make decisions and construct their own texts **T • C • KC2**
- accessing information through a range of CD-ROMs, websites and interactive online services to learn about the language, and about topics of interest **F • C • KC1**
- referring to pinyin/furigana glossing, charts and lists to interpret meaning **T • KC6**
- inferring the meaning of a compound word by relating the meanings of individual characters **trand.火车** **T • KC6**
- recognising how the meaning of known characters applies in new contexts. **T • KC1**
At Standard 4, towards the end of Year 8, the student:

4.3

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

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

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

5.3

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

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

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Writing

Students write their own texts to share information, opinions and ideas about aspects of personal and group identity. Id • T • C • KC2

This includes such learning as:

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

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

4.4

Writes personal messages to convey information to others.

Id • T • C • KC1

Examples of evidence include that the student:

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

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

5.4

Conveys personal messages, and shares information and experiences with others.

Id • T • C • KC2

Examples of evidence include that the student:

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

T • C • KC1 • KC2

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● Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: understanding language—Pathway 1B

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

In the Senior Years students think critically about communicating and expressing their own thoughts and ideas effectively. They analyse the conventions and system of the language to expand their understanding of how meaning is conveyed in a range of contexts. They make comparisons and draw connections within the language, developing meta-linguistic knowledge and overall literacy across languages. Students understand and interpret meaning in a range of contexts, using their knowledge of language to research, collect and organise information. They explore topical issues and a range of future possibilities related to their personal, social, further education and training worlds, recognising that information is available worldwide, traversing time and space. They demonstrate the capability to think critically about form, content and function of grammatical and writing systems of their own and other languages.

Students explore and make connections between features of the writing system, to develop skills in applying semantic and phonetic information in known characters and components to characters they will encounter in future learning, and extend their character knowledge independently. They focus on increasing their knowledge of the form and structure of symbols and characters by exploring origins of and relations between components and characters in the system.

They explore a range of texts drawn from authentic sources to develop skills in deciphering and interpreting meaning in real-life contexts where it is not necessary to understand the entire message.

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

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

In • T • C • KC1 • KC2 • KC6 • KC7

This includes such learning as:

- comparing languages and making connections between their first language and other languages (eg making comparisons about word order, and how sounds and meanings are expressed in diverse written forms) In • T • KC1
- developing understanding of character form and meaning by exploring the origins or derivations of characters/components In • KC1 • KC6
- identifying the names and meanings, and evolution/origins of basic characters, including bound forms (eg 見, 田, 门, 末, ト) In • KC1
- recognising characters that have been rendered purely symbolic by language evolution (eg 发, 汉, 书, 东 in Chinese; 壹, 乘, 発 in Japanese) In • T
- recognising that knowledge of component parts assists in learning the sound and meaning of a new character In • T • KC1
- applying mnemonic devices to recall the form and meaning of a character/component In • C • KC6
- 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, 决, 言, 信, 禾+火=秋) In • T • KC6
- spelling a character by naming its component parts or strokes, in order (eg 虫+世+木=蝶) T • KC1
- applying knowledge of character components, and associating characters by their radicals or phonetic components to develop an understanding of the consistency of sound or meaning relationships between characters sharing common parts (话-语-语言, 孝-教)
In • T • KC1 • KC6
- judging the extent to which radical classification corresponds to the meaning of characters containing the component (eg 知-短-医-族, 家-字-客-室) T
- judging the degree of reliability of common phonetic components which recur in compound characters (eg 舌-言-活, 可-何-哥-河) T • KC1
- analysing and identifying how the meaning of a known character or component is related to the meaning of a new compound character (eg 族-旅, 寺-時-待) T • KC1
- using context to assist comprehension of unfamiliar compound words containing known characters (eg 海外, 住所) T • KC6
- acknowledging the importance of stroke counting, in searching a dictionary efficiently T
- viewing selected pages from a bilingual dictionary to learn the importance of stroke order and number, how radicals/components function, and how words are ordered in a dictionary In • T
- using a range of methods of information storage and retrieval to assist their comprehension and information processing (eg using dictionaries, reference materials, glossaries, concept maps, digital and electronic resources) T • C • KC1 • KC7
- recognising the potential of, and applying databases and word processing frameworks in, interpreting and constructing text T • C • KC7
- using word processing programs with phonetic (pinyin/romaji) input, recognising and selecting appropriate characters/symbols from the lists provided on-screen to construct a text C • KC7
- searching websites to research and learn more about the language C • KC7
At Standard 4, towards the end of Year 8, the student:

4.5

Identifies and describes patterns and features of the language and compares how meanings are expressed across languages. In • T • C • KC1 • KC2 • KC5

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

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

5.5

Analyses and applies patterns in spoken and written language. In • T • C • KC1 • KC2 • KC5

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

Year 12 Standards

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements 43 Stage 2 languages at all levels—accelerated, extended and/or specialist
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.

- playing with interactive CD-ROM programs to extend their knowledge of the language C • KC7
- using a bilingual dictionary and radical and stroke number search methods to find the meanings of unfamiliar characters T
- recognising that using an English-Chinese/Japanese dictionary requires caution in the way words are presented (ie that the particular function of a word in a sentence will determine which option is most appropriate). T

In Japanese:
- exploring the origin and evolution of hiragana and katakana syllabaries, and their relationship to characters In • KC1
- in Japanese, exploring relationships between kanji and modern Chinese characters (eg common simplifications 学-学; varied uses/meanings 好, 安; Japanese specific kanji 広, 町, 館; unsimplified kanji 動 (动), 漢 (汉)) In • T • KC1

In Chinese:
- referring to traditional/full forms of characters and components, to assist in understanding the origin, function and relationship between components across characters (eg 雙, 隻, 書, 程, 畫, 華, 漢, 為, 代, 代, 代) In • T • KC1
- recognising relationships between simplified and traditional/full forms of common character components (eg 雙-只, 難-難, 雜-雜, 應-應). In • T • KC1
Structures and conventions of the writing system

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

- that characters/components may function as (semantic) indicators of meaning or as (phonetic) indicators of sound
- that some components are ‘bound forms’ (i.e., they do not occur as basic characters in that form, but represent key meaning parts such as \( \cdot \) 宝, \( \cdot \) 草)...
- that many components or bound forms are variants of a basic character (e.g., that \( \cdot \) 手, \( \cdot \) 又, \( \cdot \) 矢 all 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 (e.g., 木 + 交 = 校, 食/ \( \cdot \) 食 + 反 = 飯)
- that radicals generally relate to the classification of character meaning and are a key organiser for dictionaries (e.g., \( \cdot \) 火, \( \cdot \) 水 / 木, 言, 食)
- that many characters are phonetic compounds, with a component to denote or approximate the sound of the character (e.g., 早・草, 寺・時・持, 古・故・居)
- that the meaning of a character depends upon its context, and that many characters have a broad meaning that applies in many words (e.g., 电 appears in 电话, 电影, 电脑 in Chinese; 電, 電気, 電話, 電車 in Japanese).

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 (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 (eg clock time, dates)
- expressions of frequency (eg often, never), and duration (eg always, briefly)
- adjuncts to indicate circumstances
- adverbs to give information about manner and degree
- prepositions to give information about time, place and direction (eg in, at, on, to, into)

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

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

Through this strand students become aware of the place of cultural value systems in analysing the language and in generating their own language, in observing the action and viewpoint 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 Senior Years students appraise cultural concepts and processes through investigation and analysis of texts, and personal engagement with speakers of the target language. Id • In • C • KC1 They conceptualise how cultures operate as dynamic systems of perceptions, practices and products that vary according to place and time. F • In • KC1 They make comparisons and connections with their own cultural experience and develop an understanding of how diverse cultures and communities view their world. In • KC1 • KC6

Students analyse ‘identity’ and recognise the power of cultural and linguistic diversity, demonstrating an understanding of the dynamic and multidimensional nature of individual and group identity, by exploring depictions of peoples and cultures in texts. Id • KC1 • KC2 • KC6 They work collaboratively with others, demonstrating a capability to engage with a diversity of opinions, and a respect for cultural diversity in interactions with others. In • KC4

Following is the Key Idea that comprises the understanding culture strand in Pathway 1B.
Students demonstrate understanding and respect for the values and practices of diverse groups and recognise the importance of cultural understandings now and in the future.

This includes such learning as:

- developing a critical approach to understanding their own culture and identity, and cultural diversity, including making comparisons and connections between cultures
- being critically aware of the value of cultural understanding in the global community and in future possibilities, and considering their part in it
- applying knowledge of cultural concepts and ways of thinking and learning about culture
- analysing cultural identity in relation to concepts of community and nationhood, ethnicity, and geographic, socio-economic and political identities
- recognising and appreciating diversity within and across cultures
- recognising the origins and importance of values and beliefs that underlie and influence patterns of verbal and non-verbal behaviour (eg politeness, personal space, respect for elders)
- assessing the interdependence of such aspects as food and agriculture, seasons and celebrations, and social hierarchies; and the value cultures assign to these
- evaluating the history and influence of the target culture within the Australian community and the region.
At Standard 4, towards the end of Year 8, the student:

4.6

Identifies and compares how significant cultural practices are expressed across cultures.

F • Id • In • KC1

Examples of evidence include that the student:

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

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

5.6

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

Examples of evidence include that the student:

● identifies stereotypes about the culture in texts In • T

● compares patterns of interaction and behaviour in everyday life (eg relationships between people) F • In • KC1 • KC2 • KC5

● reflects on ways culture is interpreted by others (eg how stereotypes influence perceptions) F • Id • In • KC1

● explains practices and products valued in the culture (eg aspects of faith, seasonal celebrations) In • KC2

● identifies references to cultural values and practices in text.

Year 12 Standards

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The Essential Learnings are:

● Futures
● Identity
● Interdependence
● Thinking
● Communication.

External curriculum is defined by:

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● VET National Training Packages
● Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Languages (alphabetic)
Pathway 2A
Background learners R–12
Through the study of languages, students gain knowledge, skills and dispositions that enable them to communicate and to analyse the power that comes from communicating successfully. KC1 • KC2 They learn language and strengthen their skills in the sociocultural and critical dimensions of literacy, numeracy and ICTs. They learn about cultures and make comparisons across cultures, in understanding issues of identity and global interdependence.

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.

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**

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.

**The connection between Standard 5 and the Year 12 Standards in languages (Pathway 2A)**

The following Senior Years scope in languages (Pathway 2A) is used by Year 10 teachers and other teachers who prepare local courses for Years 11 and 12. Increasingly, in Year 10 to some extent and in Years 11 and 12, the detail of the Senior Years Band scope in languages (Pathway 2A) will be drawn from more specialised units/curriculum statements provided by external sources (eg SSABS, VET). The connection between these courses and the SACSA Framework is provided by the Essential Learnings which teachers integrate into the students’ learning programs.
**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 target language. C • KC2 Aspects that are drawn together within this strand include the purpose, context and processes of language use, texts and general knowledge. T The Key Ideas and Standards are presented through the skills of listening, speaking, reading and writing.

In this Band students research and demonstrate critical understanding of historical and contemporary issues of local and global significance. They explore issues affecting their educational training and employment, demonstrating foresight and personal responsibility for the future. F • In • C • KC1 • KC2 Students conceptualise that communicating and thinking in additional languages produces multiple pathways to knowing and relating ideas and processes. T • C • KC1 • KC6 They think creatively to communicate ideas with responsibility and respect for the views of others. In • C • KC2 • KC6 Students examine ‘identity’, making connections between thought, speech and action, including inter-cultural perspectives in personal, social and community contexts. Id • C • KC6 They access a range of further education, training and career options and pathways in languages through research; and set, and reflect on, short- and long-term goals. T • C • KC1 • KC3

Students learn through the world of texts and other people’s experience, engaging with and discussing ideas and topics from a range of Learning Areas and the media. In • T • C • KC2 They interpret and analyse cultural perspectives in texts, exploring ‘identity’, values and global issues. Id • In • KC1

Students use language in a range of contexts, focusing on social and public spheres, topics related to their own personal experience and plans, areas of topical interest such as the environment, social issues and popular culture, future further education and training opportunities and careers, the world of communication and the media, and the world of cultural diversity. F • C • In • KC6 The emphasis is on problem solving, reasoning, explaining, and applying their knowledge of how language and action are shaped by the attitudes, values and beliefs of diverse groups. In • T • KC1 • KC2 • KC6

Students listen to, read, view and respond to a variety of media and literature texts, using a range of digital and electronic technologies to expand their capability to understand and use the language in diverse further education and training settings. C • KC1 • KC2 • KC7 They access, construct and present information in multimodal texts. In so doing, students develop a meta-language for reflecting on, and talking about, language and texts. T • C • KC2 They read fiction and non-fiction texts from different times, including literature and texts from the media, and develop critical understanding and an appreciation of the purpose, context, style and structure of these texts. T • C • KC1 They interpret, analyse, evaluate and compare ideas with their own experience; and reflect on the diversity of perspectives about work, leisure, popular culture and everyday life. Id • In • KC1 • KC6 They also explore the potential of spoken language for humour and for making social and cultural change. F • In • KC6
Students interact and exchange information and opinions with audiences of diverse linguistic and cultural backgrounds in discussions, debates, forums, personal presentations and online interactions, on topics related to the world of learning and knowledge (including topics drawn from other Learning Areas), the world of work, and the world of communication, literature and the media. In **C** • KC2 They construct their own everyday, literary and multimodal texts such as narratives, descriptions, arguments or justifications, and develop personal reflections or responses to texts. KC2 They also evaluate and challenge cultural norms in their own spoken and written expression. In **C** • KC1 • KC6

Following are the Key Ideas that comprise the communication strand in Pathway 2A.
Listening

Students explore issues, engaging in critical analysis and reflection to challenge or substantiate viewpoints and ideas in texts. **T • C • KC1 • KC2 • KC6**

This includes such learning as:

- analysing the organisational structure and reflecting on the purpose of a text, including interpreting how the point of view or motivation of the speaker is expressed, and who is the target audience **T • C • KC1**
- interpreting coherence in texts (eg causal and temporal relationships; relationships established through ordering, comparison or exemplification) **C • KC1**
- analysing how mood is established through the use of stylistic features (eg use of figurative language, rhetorical devices, irony, humour) in texts **T • C • KC1**
- analysing ways in which emotion is conveyed (eg pausing and repetition, expressions of regret or annoyance) **T • C • KC1**
- reflecting on their own interpretations of texts, and those of people with diverse values and beliefs. **Id • T • C • KC1**

Speaking

Students explore issues and engage in critical debate, and work toward collaborative goals, respecting diversity in the views and interests of others. **Id • In • C • KC2 • KC3**

This includes such learning as:

- initiating, maintaining and concluding an exchange or presentation for particular purposes **C • KC2**
- anticipating needs and expectations of the audience (eg pacing the delivery, paraphrasing, using a range of media to support meaning) **In • KC2**
- making linguistic choices to influence the audience (eg using expressive language) **T • C**
- monitoring understanding and interpretation of meaning, and responding to feedback (eg dealing with interruptions, adjusting information in response to listener reaction) **In • T • C • KC2**
- responding constructively to alternative views, and exploring personal values, shared meanings and future possibilities. **F • Id • In • KC2 • KC6**
At Standard 4, towards the end of Year 8, the student:

4.1

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

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

4.2

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

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

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

5.1

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

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

5.2

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

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

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Strand: communication—Pathway 2A

Reading

Students explore issues, engaging in critical analysis and reflection, to challenge or substantiate viewpoints and ideas in text. T • C • KC1 • KC2 • KC6

This includes such learning as:

- critically selecting information from a variety of sources, synthesising ideas and comparing representations of issues in a range of media (eg literature, news and current affairs) Id • T • C • KC1 • KC7
- analysing context, structure and content, and viewpoints in texts (eg themes, characterisation and plot in literature) T • C • KC1
- identifying how the author’s purpose relates to style and tone and their influence on readers In • T • C • KC1
- extracting evidence to support a position, using devices such as direct quotation and examples T • C • KC1
- recognising conventions of text referencing and their influence on meaning. T • C

Writing

Students express personal and group perspectives and reflect on the views, aspirations and experiences of others. F • Id • In • KC2

This includes such learning as:

- presenting texts for diverse audiences with appropriate formality and structure T • C • KC1
- synthesising and presenting information from multiple sources (eg reflecting on two sides of an argument and establishing a position) T • C • KC1 • KC2
- expressing thoughts and emotions, in order to influence or attract the audience or to assert a point of view, using a range of rhetorical devices C • KC2
- appraising how meaning is conveyed to audiences of diverse linguistic background by developing bilingual texts (eg presenting a summary of issues/ideas in two languages) C • KC1
- writing to express own ideas, opinions and aspirations to diverse audiences locally and globally. Id • C • KC2
At Standard 4, towards the end of Year 8, the student:

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

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

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

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

Examples of evidence include that the student:
● appraises diverse ideas, purposes and perspectives (eg analyses cultural values of author/characters) Id • T • KC1
● identifies how intention and perspective are expressed through choice of words and stylistic devices T • C • KC1 • KC2
● compares descriptions of the historical or cultural significance of issues, people and events, and considers alternative scenarios F • T • KC1
● makes choices about the value of texts and sources. T • C • KC1

Year 12 Standards

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

Examples of evidence include that the student:
● uses formal and informal register as appropriate to context T • C
● qualifies, contrasts and presents alternative views and possibilities F • T • KC1 • KC2 • KC6
● uses linguistic resources to structure the text and influence the reader (eg uses inclusive pronouns and shared experience to position the reader) T • C
● presents personal perspectives with balance and respect for the views of others. Id • In • C • KC2 • KC6

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Strand: understanding language—Pathway 2A

Through this strand students engage with a range of increasingly complex texts, with an explicit and deliberate 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 independently build upon their understanding of the systemic nature of language by making comparisons and drawing connections between languages, and developing meta-linguistic knowledge and overall literacy across languages. They recognise and respond to positions, values and interests expressed in various media in social, educational, work and public contexts, and reflect critically on the way in which cultural values and beliefs influence interpretations of meaning.

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

Students use models to organise, analyse and represent systems; and cognitive and intuitive processes to analyse how meaning is conveyed across languages. They explore diverse forms of communication, and demonstrate awareness of the power of language to influence or position individuals and groups. In • Id • T • C • KC1 • KC2 • KC3 • KC6

This includes such learning as:

- identifying the historical, cultural and social reasons why particular texts have endured T • C • KC1
- appreciating how personal identity influences the way language is used to describe the world and everyday life Id • C
- recognising the role of contextual aspects in constructing and interpreting texts T • KC1
- examining how texts are constructed to influence an audience (eg advertisements, letters of application, websites) T • C • KC1
- analysing the use of textual and linguistic resources for positioning readers, and understanding the role of language in establishing power relationships (eg headlines, lead paragraphs, photographic images) Id • T • C • KC1
- analysing reasons why texts are organised in certain ways (eg use of opinion in argument, exaggeration in persuasion) T • C • KC1
- reflecting on author intention, and the potential of choice of grammatical resource, to shape reactions or interpretations (eg symbolism, figurative language) Id • T • C • KC1
- offering insight into motives and opinions by identifying stylistic features that affect tone and mood (eg simile, metaphor, body language, analogy, imagery) Id • T • C • KC1
- recognising aspects that support or subvert the intention of the speaker (eg sarcasm) Id • C • T • KC1
- analysing reasons for their personal reactions to texts (eg sympathy or antagonism toward an author or character) Id • C • T • KC1
- creatively using complexity in language and ideas (eg active and passive voice, nominalisation in specialist topic areas) T • KC6
- translating a text from the target language into English, or vice versa, to compare meaning in the original text and its translation. Id • C • KC6
At Standard 4, towards the end of Year 8, the student:

4.5

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

Examples of evidence include that the student:

- applies appropriate conventions to specific purposes in own speech and writing
- explains structural, textual and cultural features of language in text
- makes appropriate linguistic choices in different contexts (eg expresses mood, intention and emotion)
- analyses forms of expression in different contexts across languages
- identifies features used to influence reader perceptions.

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

5.5

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

Examples of evidence include that the student:

- analyses the ways in which language can be used for positive and negative effects
- appraises representations of groups or events in identifying authors’ intentions or perspectives
- demonstrates an understanding of change or loss of meaning in translated texts (eg justifies personal interpretations by referring to grammatical features in text)
- demonstrates an understanding of issues in basic interpreting (eg awareness of importance of linguistic choice).

Year 12 Standards

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

- SACE Curriculum Statements
- 43 Stage 2 languages at all levels—accelerated, extended and/or specialist
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Structures and conventions of the grammatical system

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

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

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

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

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

Through this strand students become aware of cultural value systems in observing and analysing the language, actions and viewpoint of others, in generating their own language, and in interacting with others from diverse cultures. In • C • KC2 • KC4 The focus in this strand is on developing students’ understanding of the interdependence of language and culture; how cultural concepts and perspectives are constructed by, and manifested in, language; and the cultural principles and practices that influence linguistic choices in communication. In • C • T

In this Band students engage with a range of authentic texts drawn from everyday life (including popular media, film and literature) to research, identify and explain cultural concepts and processes; and make comparisons and connections with their own cultural experiences. In • C • KC1 • KC2 • KC6 They conceptualise culture by recognising it as a dynamic system of perceptions, practices and products; and they become aware of how other cultures and communities view their world. In • KC1 They critically reflect on the formation of cultural identities, and discuss the shared nature of human experience across cultures. Id • KC1 • KC2 They explore media in diverse cultural contexts to access and apply knowledge about issues, and understand positions of diverse groups and individuals; and reflect on the relationship between cultural values and beliefs, and the way in which meaning is expressed. In • C • KC6

Following is the Key Idea that comprises the understanding culture strand in Pathway 2A.
Students analyse perspectives on issues in past, present and future contexts, recognising the interdependence of public and private spheres of life in forming opinions and seeking solutions to problems of local and global concern.  

This includes such learning as:

- applying knowledge of cultural concepts, and ways of thinking and learning about cultures
- examining ways in which physical, social, political and economic environments are interrelated, and identifying how these forces have influenced historical developments, value systems and social practices across and within cultures
- exploring how the dynamic nature of cultural life is expressed through, and reflected in, contemporary language use
- making connections between their own values, beliefs and experiences, and those of their peers in diverse cultural and linguistic communities
- reflecting on and discussing the value systems of diverse cultures across age levels, religions, environments, genders and time, and the way different texts have expressed those value dynamics.
At Standard 4, towards the end of Year 8, the student:

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

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

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

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

Examples of evidence include that the student:
● identifies how stereotypes influence perceptions In • C • KC1
● identifies the dynamic nature of values and practices across cultures In • C • KC2
● analyses ways cultural values are interpreted by others (eg when expressing personal opinions or ideas about culture) In • C • KC1 • KC2
● refers to personal experience to explain why particular practices are evident and valued in the culture Id • C • KC2
● challenges own assumptions when making connections between values across cultures. Id • C • KC6

Year 12 Standards

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The Essential Learnings are:
● Futures
● Identity
● Interdependence
● Thinking
● Communication.

External curriculum is defined by:
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43 Stage 2 languages at all levels—accelerated, extended and/or specialist
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Languages (non-alphabetic)
Pathway 2B
Background learners 8–12
Through the study of languages, students gain knowledge, skills and dispositions that enable them to communicate and to analyse the power that comes from communicating successfully. KC1 • KC2 They learn language and strengthen their skills in the sociocultural and critical dimensions of literacy, numeracy and ICTs. They learn about cultures and make comparisons across cultures, in understanding issues of identity and global interdependence. Id • In • C • KC1

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

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

- communication
- understanding language
- understanding culture.

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

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

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

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

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

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

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

### The connection between Standard 5 and the Year 12 Standards in languages (Pathway 2B)

The following Senior Years scope in languages (Pathway 2B) is used by Year 10 teachers and other teachers who prepare local courses for Years 11 and 12. Increasingly, in Year 10 to some extent and in Years 11 and 12, the detail of the Senior Years Band scope in languages (Pathway 2B) will be drawn from more specialised units/curriculum statements provided by external sources (eg SSABSA, VET). The connection between these courses and the SACSA Framework is provided by the Essential Learnings which teachers integrate into the students' learning programs.
**Strand: communication—Pathway 2B**

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

In this Band students research and demonstrate critical understanding of historical and contemporary issues of local and global significance. They explore issues affecting their educational training and employment, demonstrating foresight and personal responsibility for the future. F • In • C • KC1 • KC2 Students conceptualise that communicating and thinking in additional languages produces multiple pathways to knowing and relating ideas and processes. T • C • KC1 • KC6 They think creatively to communicate ideas with responsibility and respect for the views of others. In • C • KC2 • KC6 Students examine ‘identity’, making connections between thought, speech and action, including inter-cultural perspectives in personal, social and community contexts. Id • C • KC6 They access a range of further education, training and career options and pathways in languages through research, and set and reflect on short- and long-term goals. T • C • KC1 • KC3

Students learn through the world of texts and other people’s experience, engaging with and discussing ideas and topics from a range of Learning Areas and the media. In • T • C • KC2 They interpret and analyse cultural perspectives in texts, exploring ‘identity’, values and global issues. Id • In • KC1

They use language in a range of contexts, focusing on social and public spheres, topics related to their own personal experience and plans, areas of topical interest such as the environment, social issues and popular culture, future further education and training opportunities and careers, the world of communication and the media, and the world of cultural diversity. F • C • In • KC6 The emphasis is on problem solving, reasoning, explaining, and applying their knowledge of how language and action are shaped by the attitudes, values and beliefs of diverse groups. In • T • KC1 • KC2 • KC6

Students listen to, read, view and respond to a variety of media and literature texts, using a range of digital and electronic technologies to expand their capability to understand and use the language in diverse further education and training settings. C • KC1 • KC2 • KC7 They access, construct and present information in multimodal texts. In so doing students develop a meta-language for reflecting on, and talking about, language and texts. T • C • KC2 They read fiction and non-fiction texts from different times, including literature and texts from the media, and develop critical understanding and an appreciation of the purpose, context, style and structure of these texts. T • C • KC1 They interpret, analyse, evaluate and compare ideas with their own experience; and reflect on the diversity of perspectives about work, leisure, popular culture and everyday life. Id • In • KC1 • KC6 They also explore the potential of spoken language for humour and for making social and cultural change. F • In • KC6
Students interact and exchange information and opinions with audiences of diverse linguistic and cultural backgrounds in discussions, debates, forums, personal presentations and online interactions, on topics related to the world of learning and knowledge (including topics drawn from other Learning Areas), the world of work, the world of communication, literature and the media. In • C • KC2 They construct their own everyday, literary and multimodal texts such as narratives, descriptions, arguments or justifications, and develop personal reflections or responses to texts. KC2 They also evaluate and challenge cultural norms in their own spoken and written expression. In • C • KC1 • KC6

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

**Listening**

*Students explore issues, engaging in discussion and evaluation to understand perspectives, opinions and ideas in text.*  
**T • C • KC1 • KC2 • KC6**

This includes such learning as:
- analysing the organisational structure and reflecting on the purpose of a text, including interpreting how the point of view or motivation of the speaker is expressed, and who is the target audience  
  **T • C • KC1**
- interpreting coherence in texts (eg causal and temporal relationships; relationships established through ordering, comparison or exemplification)  
  **C • KC1**
- analysing how mood is established through the use of stylistic features (eg use of figurative language, rhetorical devices, irony, humour) in texts  
  **T • C • KC1**
- analysing ways in which emotion is conveyed (eg pausing and repetition, expressions of regret or annoyance)  
  **T • C • KC1**
- reflecting on their own interpretations of texts, and those of people with diverse values and beliefs.  
  **Id • T • C • KC1**

**Speaking**

*Students exchange opinions and perspectives and work toward collaborative goals, respecting diversity in the views and interests of others.*  
**Id • In • C • KC2 • KC3**

This includes such learning as:
- initiating, maintaining and concluding an exchange or presentation for particular purposes  
  **C • KC2**
- anticipating needs and expectations of the audience (eg pacing the delivery, paraphrasing, using a range of media to support meaning)  
  **In • KC2**
- making linguistic choices to influence the audience (eg using expressive language)  
  **T • C**
- monitoring understanding and interpretation of meaning, and responding to feedback (eg dealing with interruptions, adjusting information in response to listener reaction)  
  **In • T • C • KC2**
- responding constructively to alternative views, and exploring personal values, shared meanings and future possibilities.  
  **F • Id • In • KC2 • KC6**
4.1

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

*Makes connections between ideas in texts and relates information to make decisions.*

\[T \cdot C \cdot KC1\]

Examples of evidence include that the student:
- responds personally to expressions of personal opinion on an issue or event \[Id \cdot C \cdot KC2\]
- makes connections between new information and ideas and prior knowledge \[T \cdot KC1\]
- orders and summarises key points of information \[T \cdot KC3\]
- accesses information required to solve a problem or make a decision. \[T \cdot C \cdot KC8\]

5.1

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

*Identifies relevant ideas in texts in developing an opinion on an issue.*

\[T \cdot C \cdot KC1\]

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

4.2

**Contributes relevant information and expresses own ideas in conversation.**

\[In \cdot T \cdot C \cdot KC2\]

Examples of evidence include that the student:
- speaks with appropriate register in interactions among peers and adults \[In \cdot C\]
- participates in problem-solving activities \[In \cdot C \cdot KC8\]
- offers additional detail, or expresses an alternative view, on an issue in discussion \[In \cdot C \cdot KC2\]
- uses language for dramatic or emotional effect in speech, play or video. \[In \cdot C\]

5.2

**Works cooperatively to share information, ideas and opinions on issues of local and global concern.**

\[In \cdot T \cdot C\]

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

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**Year 12 Standards**

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The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
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Strand: communication—Pathway 2B

Reading

Students explore issues, engaging in discussion and evaluation to understand perspectives, opinions and ideas in text. T • C • KC1 • KC2 • KC6

This includes such learning as:

- critically selecting information from a variety of sources, synthesising ideas and comparing representations of issues in a range of media (eg literature, news and current affairs) Id • T • C • KC1 • KC7
- analysing context, structure, content and viewpoints in texts (eg themes, characterisation and plot in literature) T • C • KC1
- identifying how the author’s purpose relates to style and tone, and their influence on readers In • T • C • KC1
- extracting evidence to support a position, using devices such as direct quotation and examples T • C • KC1
- recognising conventions of text referencing and their influence on meaning. T • C

Writing

Students express personal and group perspectives on issues and reflect on the views, aspirations and experiences of others. F • Id • In • KC2

This includes such learning as:

- presenting texts for diverse audiences with appropriate formality and structure T • C • KC1
- synthesising and presenting information from multiple sources (eg reflecting on two sides of an argument) and establishing a position T • C • KC1 • KC2
- expressing thoughts and emotions, in order to influence or attract the audience or to assert a point of view, using a range of rhetorical devices C • KC2
- appraising how meaning is conveyed to audiences of diverse linguistic background by developing bilingual texts (eg presenting a summary of issues/ideas in two languages) C • KC1
- writing to express own ideas, opinions and aspirations to diverse audiences locally and globally. Id • C • KC2
At Standard 4, towards the end of Year 8, the student:

4.3

Makes connections between ideas in texts and relates information to make decisions.

Examples of evidence include that the student:

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

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

5.3

Identifies relevant ideas in texts in developing an opinion on an issue.

Examples of evidence include that the student:

- identifies the views of individuals and groups in responding to ideas in texts
- distinguishes the historical and cultural context of a text
- evaluates their personal position in response to an issue or event
- compares opinions or facts from different sources to provide reasons or evidence for a decision or perspective.

Year 12 Standards

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The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

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- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.

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

4.4

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

Examples of evidence include that the student:

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

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

5.4

Writes to express personal perspectives on topics of interest.

Examples of evidence include that the student:

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

Through this strand students engage with a range of increasingly complex texts, with an explicit and deliberate 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 independently build upon their understanding of the systemic nature of language by making comparisons and drawing connections between languages, and developing meta-linguistic knowledge and overall literacy across languages. They recognise and respond to positions, values and interests expressed in various media in social, educational, work and public contexts, and reflect critically on the way in which cultural values and beliefs influence interpretations of meaning.

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

Students use models to organise, analyse and represent systems and cognitive and intuitive processes to analyse how meaning is conveyed across languages. They explore diverse forms of communication, and demonstrate awareness of the power of language to influence or position individuals and groups. In • Id • T • C • KC1 • KC2 • KC3 • KC6

This includes such learning as:

- identifying the historical, cultural and social reasons why particular texts have endured T • C • KC1
- appreciating how personal identity influences the way language is used to describe the world and everyday life Id • C
- recognising the role of contextual aspects in constructing and interpreting texts T • KC1
- examining how texts are constructed to influence an audience (eg advertisements, letters of application, websites) T • C • KC1
- analysing the use of textual and linguistic resources for positioning readers, and understanding the role of language in establishing power relationships (eg headlines, lead paragraphs, photographic images) Id • T • C • KC1
- analysing reasons why texts are organised in certain ways (eg use of opinion in argument, exaggeration in persuasion) T • C • KC1
- reflecting on author intention, and the potential of choice of grammatical resource, to shape reactions or interpretations (eg symbolism, figurative language) Id • T • C • KC1
- offering insight into motives and opinions by identifying stylistic features that affect tone and mood (eg simile, metaphor, body language, analogy, imagery) Id • T • C • KC1
- recognising aspects that support or subvert the intention of the speaker (eg sarcasm) Id • C • T • KC1
- analysing reasons for their personal reactions to texts (eg sympathy or antagonism toward an author or character) Id • C • T • KC1
- creatively using complexity in language and ideas (eg active and passive voice, nominalisation in specialist topic areas) T • KC6
- translating a text from the target language into English, or vice versa, to compare meaning in the original text and its translation. Id • C • KC6
At Standard 4, towards the end of Year 8, the student:

4.5 Reflects on how language is used to communicate, and compares how meanings are expressed across languages. Examples of evidence include that the student:
- explains structural, textual and cultural features of language in text
- consciously applies knowledge of form and function, including text structure, in communication
- sequences and elaborates on the message to convey detailed meanings
- refers to available clues to infer the sound/meaning of a character/word.

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

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

Year 12 Standards

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- Futures
- Identity
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- Communication.

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- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Structures and conventions of the grammatical system

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

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

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

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

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

Through this strand students become aware of cultural value systems in observing and analysing the language, actions and viewpoint of others, in generating their own language, and in interacting with others from diverse cultures. In C KC2 KC4 The focus in this strand is on developing students’ understanding of the interdependence of language and culture; how cultural concepts and perspectives are constructed by, and manifested in, language; and the cultural principles and practices that influence linguistic choices in communication. In C T

In this Band students engage with a range of authentic texts drawn from everyday life (including popular media, film and literature) to research, identify and explain cultural concepts and processes; and make comparisons and connections with their own cultural experiences. In C KC1 KC2 KC6 They conceptualise culture by recognising it as a dynamic system of perceptions, practices and products; and they become aware of how other cultures and communities view their world. In KC1 They critically reflect on the formation of cultural identities, and discuss the shared nature of human experience across cultures. Id KC1 KC2 They explore media in diverse cultural contexts to access and apply knowledge about issues, and understand positions of diverse groups and individuals; and reflect on the relationship between cultural values and beliefs, and the way in which meaning is expressed. In C KC6

Following is the Key Idea that comprises the understanding culture strand in Pathway 2B.
Students analyse perspectives on issues in past, present and future contexts, recognising the interdependence of public and private spheres of life in forming opinions and seeking solutions to problems of local and global concern. **Key Idea**

This includes such learning as:

- applying knowledge of cultural concepts and ways of thinking and learning about cultures
- examining ways in which physical, social, political and economic environments are interrelated, and identifying how these forces have influenced historical developments, value systems and social practices across and within cultures
- exploring how the dynamic nature of cultural life is expressed through, and reflected in, contemporary language use
- making connections between their own values, beliefs and experiences, and those of their peers in diverse cultural and linguistic communities
- reflecting on and discussing the value systems of diverse cultures across age levels, religions, environments, genders and time, and the way different texts have expressed those value dynamics.
At Standard 4, towards the end of Year 8, the student:

4.6

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

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

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

5.6

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

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

Year 12 Standards

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
  43 Stage 2 languages at all levels—accelerated, extended and/or specialist
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.