

Ready? Set? Go!

Australian Curriculum: Languages
PROFESSIONAL LEARNING PROGRAM



LANGUAGES SPRACHEN
שפות dilleri اللغات भाषा
言語 γλώσσες langues
linguae LINGUE ngôn ngữ IDIOMAS 언어 bahasa

Module 2

Design and structure of the *Australian Curriculum: Languages*

Module 2: Aims

- To build on understanding of the AC:L conceptual underpinnings
- To engage with the curriculum design and structure
- To engage with linked resource materials

Australian Curriculum: Languages

- Language specific curricula

Chinese, French, Indonesian, Italian

available now on the *Australian Curriculum* website

<http://www.australiancurriculum.edu.au/languages/preamble>

Arabic, German, Japanese, Korean, Modern Greek, Spanish, Vietnamese

pdf draft versions available now on the **ACARA** website

http://acara.edu.au/curriculum/learning_areas/languages.html


*Once approved final versions will be available on the Australian Curriculum website

Hindi, Turkish, Australian Sign Language, Classical Languages



Writing in 2015

- a Framework for Aboriginal Languages and Torres Strait Islander Languages – under development


Australian Curriculum Website


 Australian CURRICULUM

F-10 Curriculum ▾ Senior Secondary Curriculum ▾ Student Diversity ▾

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Languages (Available for use, awaiting final endorsement)

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Preamble

Rationale

Aims

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Student diversity


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Subjects 

Chinese

French

Indonesian

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Overview

Preamble

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

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

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

Language, culture and learning

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Language specificity

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

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


Diversity of language learners

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

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

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

ACARA Website



AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

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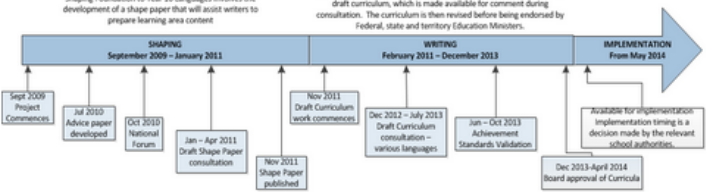
[Print page](#)
[Email page](#)

- Curriculum
- Development of the Australian Curriculum
- Consultation
- Learning Areas / Subjects
 - The Arts
 - English
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 - Mathematics
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 - Read Primary Matters newsletter

Languages

Shaping Foundation to Year 10 Languages involves the development of a shape paper that will assist writers to prepare learning area content

Writing Foundation to Year 10 Languages involves the preparation of draft curriculum, which is made available for comment during consultation. The curriculum is then revised before being endorsed by Federal, state and territory Education Ministers.



The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English. The Australian Curriculum: Languages recognises that language learning is for all students in Australian schools, with individual students bringing their own linguistic and cultural background to their learning, whether this is English or the target language or various combinations of languages.

The Australian Curriculum: Languages includes the development of language-specific curricula and the Framework for Aboriginal Languages and Torres Strait Islander Languages. The organisation of the curriculum addresses the key variables of learner background in the target language and time on task. It also takes account of the different entry points into languages, across Foundation – Year 10, which reflects current practice.

Implementing the Foundation – Year 10 Australian Curriculum: Languages

The Australian Curriculum: Languages for Chinese, French, Indonesian and Italian has been published on the Australian Curriculum website as 'Available for use; awaiting final endorsement'. State and territory curriculum and school authorities will advise schools of their implementation plans.

Writing of the Foundation – Year 10 Australian Curriculum: Languages

The ACARA Board agreed that the F–10 curriculum for each language to be developed (except for Chinese and the Framework for Aboriginal Languages and Torres Strait Islander Languages) will be pitched to the dominant cohort of learners for that language in the current Australian context. Teachers may, however, choose to use the F–10 curriculum for a specific language to cater for learners of different backgrounds by making appropriate adjustments to differentiate the learning for these students.

The F–10 Australian Curriculum: Languages currently under development includes:

- a Framework for Aboriginal Languages and Torres Strait Islander Languages (the Framework)
- Arabic and Vietnamese (pitched to learners who have some background in the language)
- German, Japanese, Korean, Modern Greek and Spanish (pitched to second language learners)

Now that the Australian Government has announced it will fund a further stage of languages development, ACARA is in the process of commencing the development of Australian Sign Language (Auslan), Classical languages, Hindi and Turkish.

Information sheets

- Australian Curriculum: Languages Information sheet (PDF 81 kb)
- Framework for Aboriginal Languages and Torres Strait Islander Languages Information sheet (PDF 81 kb)

Validation of achievement standards

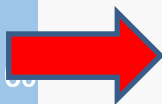
The purpose of the validation process is to ensure that the achievement standards provide a clear progression of achievement across each band of learning.

As a part of this process, ACARA hosted workshops with teachers and curriculum experts from across the country to critique and provide feedback about the pitch, progression and clarity of the achievement standards. Feedback from the validation process has informed further revisions to the draft curricula.

The revised curricula for Arabic, German, Japanese, Korean, Modern Greek, Spanish and Vietnamese that were prepared for the validation of achievement standards process are now available for viewing.

Draft F–10 Australian Curriculum: Languages – validation versions for public viewing:

- Arabic (PDF 2 mb)
- German (PDF 1.6 mb)
- Japanese (PDF 1.8 mb)
- Korean (PDF 1.9 mb)
- Modern Greek (PDF 1.7 mb)
- Spanish (PDF 1.6 mb)
- Vietnamese (PDF 1.8 mb)



Pathways

- For the majority of languages, the Foundation to Year 10 curriculum is pitched to the ***dominant cohort*** of learners for that language in the current Australian context.
- For **Chinese**, pathways have been developed for three learner groups:
 - second language learners,
 - background language learners
 - first language learners.
- **Vietnamese and Arabic** curricula are pitched to **background language learners**
- **All other language curricula** are pitched to **second language learners**
- For Aboriginal languages and Torres Strait Islander languages, a framework is being developed that caters for different learner pathways that also take account of the state of the particular language.

Sequences of learning

- The design of the Australian Curriculum: Languages takes account of *different entry points* into language learning across Foundation – Year 10, which reflects current practice in languages.
- For the **second language learner** pathway and the **background language learner** pathway, there are two learning sequences:
 - Foundation–Year 10 sequence
 - Years 7–10 (Year 7 Entry) sequence.
- For the **first language learner** pathway, there is one learning sequence:
 - Years 7–10 (Year 7 Entry) sequence.
- The achievement standards for the end of Year 8 and the end of Year 10 in the Foundation – Year 10 sequence are not equivalent to the achievement standards at the end of Year 8 and the end of Year 10 in the Years 7–10 (Year 7 Entry) sequence

Source: <http://www.australiancurriculum.edu.au/languages/content-structure>

Indicative hours to guide writing the curriculum

Level	Allocation	Weekly	% of total teaching time/year
F-6	350 hours	For example: 75 mins/week F-6 OR 2hrs /week 3-6	5%
7-8	160 hours	2 hours / week	8%
9-10	A further 160 hours	2 hours / week	8%

Curriculum Organisation: Strands → Sub-strands

- **Strands**

- The content of the Australian Curriculum: Languages is organised through two interrelated strands

- **Sub- strands**

- A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned.

Communicating Strand & Sub-strands

Strand	Sub-strand	Description
Communicating: <i>Using language for communicative purposes in interpreting, creating and exchanging meaning.</i>	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Understanding Strand & Sub-strands

Strand	Sub-strand	Description
Understanding: <i>Analysing language and culture as a resource for interpreting and creating meaning.</i>	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

Activity



- Watch the film clip entitled
“Challenges & Opportunities – New emphases”
<http://www.ils.edu.au/teacherspace/professionallearning/2041>
- Reflect on the comments raised in the clip
- Discuss:
 - How do the AC: L sub-strands compare with existing curricula/syllabuses being used?
 - How will you think about using the AC: L sub-strands to guide planning, or to fit with current approaches?

Curriculum Organisation: Sub-strands → Threads

■ Threads

- The sub-strands are further differentiated according to a set of ‘threads’ that support the internal organisation of content in each sub-strand. These ‘threads’ are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.
- Whilst the *strands* and *sub-strands* are the same across all languages, the *threads* vary across the language specific curricula

Threads: French F-10

F-10 Australian Curriculum: Languages – French – Foundation to Year 10 Sequence

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Socialising and interacting	Interact with each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family	Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds	Interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy	Participate in a range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating	Discuss and compare young people's interests, behaviours and values across cultural contexts, using formal and informal registers
		Taking action	Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions	Make statements, ask questions and collaborate in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items	Participate in guided tasks such as organising displays, developing projects or budgeting for events	Engage in tasks and activities that involve negotiation and problem-solving	Engage in shared activities such as planning and managing events, exchanging resources and information
		Building language for classroom interaction	Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, and giving and following instructions	Follow the teacher's instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission or attracting attention	Use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning	Interact in classroom activities and discussions through asking and responding to open-ended questions, offering opinions and explaining positions	Compare and reflect on the experience of learning and using French

Threads: Chinese & Indonesian

Sub – Strand	Thread (Indonesian)
Socialising	Socialising and interacting
	Taking action and transacting
	Building classroom language
Informing	Obtaining and using information
	Conveying and presenting information
Creating	Participating in and responding to imaginative experience
	Creating and expressing imaginative experience
Translating	Translating and explaining
	Creating bilingual texts
Reflecting	Intercultural Experience
	Identity in intercultural interaction

Sub – Strand	Thread (Chinese)
Socialising	Oral - interacting, participating and taking action
	Written - interacting, participating and taking action
Informing	Oral - Obtaining, processing and using information
	Written - Obtaining, processing and using information
Creating	Oral - Participating in, responding to and creating imaginative experience
	Written - Participating in, responding to and creating imaginative experience
Translating	Translating/interpreting
	Creating own Chinese translations
Reflecting	Reflecting

Format and Content of Key Sections

- **Band Descriptions** provide a general description of language learning that is typical at particular year levels along the F–10 continuum.
- Content and achievement standards are described in bands of learning:

Foundation – 2

Years 3–4

Years 5–6

Years 7–8

Years 9–10

Format and Content of Key Sections

- **Content Descriptions** describe the knowledge, understanding, skills, concepts, processes and text types that teachers are expected to teach and students are expected to develop at that band level. Content descriptions specify content to be taught in a holistic and integrated way. They do not provide prescriptive directions for teaching.

Format and Content of Key Sections

- **Content Elaborations** provide elaborations of aspects of each content description: illustrations, descriptions or examples to indicate possibilities for teaching. They are intended as complementary support material. They are neither comprehensive nor prescriptive.

Format and Content of Key Sections

- **Achievement Standards** describe what students are typically able to understand and able to do. They describe expected achievement and emphasise the depth of conceptual understanding and the sophistication of skills.
- The Achievement Standards describe the quality of expected learning.
- For each subject (language) the achievement standards will be accompanied by portfolios of **annotated work samples** that illustrate the expected learning.

Activity

This curriculum is not an ‘outcomes-based’ or a ‘proficiency-based’ approach. It is a ‘language-specific, achievement-based’ approach which is sensitive to learner needs and context and supports intercultural learning.

- How is this similar/different to the curriculum you are currently using?

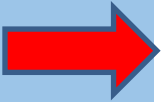
Curriculum Documents


- Scope & Sequence (PDF)
 - Strands
 - Sub-strands
 - Threads
 - Content Descriptions

For more details:



<http://www.australiancurriculum.edu.au/languages/content-structure>

Scope and Sequence





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Search  


Chinese (Available for use; awaiting final endorsement)


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Overview 

Context statement


Glossary


 Chinese Scope and Sequence (PDF)


Second Language Learner Pathway 


Years F-10 Sequence

Years 7-10 (Year 7 Entry) Sequence

 Years F-10 Scope and Sequence

 Years 7-10 (Year 7 Entry) Scope and Sequence

Background Language Learner Pathway 

First Language Learner Pathway 

Overview

Context statement

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

China's official language is Modern Standard Chinese, or Putonghua (the common or shared language) in Chinese. The language is also referred to as Hanyu, the spoken language of the Han people, or Zhongwen, the written language of China. In Taiwan it is more usually called Huayu (Hwayu), the spoken language of people of Chinese ethnicity. This term is also used in Singapore.

A number of dialects remain in active use. In addition, the character system has undergone significant evolution, standardisation and simplification over time. In recent times, the need to create Chinese language texts in digital format has resulted in an international effort to standardise character forms and attribute a Unicode to each form so that computer operating systems internationally can generate and reproduce Chinese texts in both simplified and traditional/full-form characters. It is not common for new characters to be created. In contemporary overseas Chinese media, texts are commonly in either simplified or traditional/full-form characters, reflecting the diverse histories and preferences of these communities.

Communities of Chinese speakers are characterised by linguistic, cultural and geographic diversity and can be found in almost every country of the world. Many of these communities have a long tradition, and they are particularly strong on the Pacific coast of Canada and the USA, and in South-East Asia, Australia and some European countries. The history of the Chinese community in Australia extends back to the mid-1800s, and patterns of migration in recent decades have seen rapid growth in Australia's Chinese population.

Current links between Australia and China are characterised by bilateral relationships in trade and investment, as well as educational exchanges, and research and development in science and technology. The movement of people and ideas, as well as economic, cultural and educational exchange, adds to the richness and complexity of this relationship.

The place of the Chinese language in Australian education

Chinese has been taught in Australian schools since the 1950s, and experienced rapid growth in the 1980s as China undertook a policy of open-door and economic reform. Chinese has always been taught as an additional language in Australia, but schools are now catering to increasingly varied cohorts of Chinese language learners, including overseas-born Chinese speakers. The population of Chinese teachers has also changed, with growing numbers of teachers from the People's Republic of China now teaching in Australian schools.

Chinese is recognised as an important language for young Australians to learn as Australia progresses towards a future of increased trade and engagement with Asia.

The nature of Chinese language learning

For the purposes of the Australian Curriculum: Languages, 'Chinese' refers to Modern Standard Chinese, Pinyin Romanisation and simplified characters. Given the ongoing use of both forms of Chinese characters (simplified and full form) in the media, in education and in environmental print (advertisements and shop signs), some knowledge or awareness of both systems is an advantage, for Chinese speakers and Chinese learners alike. Although both writing systems and the range of dialects should be recognised in any Chinese language curriculum, the priority in

'Scope and Sequence' (pdf)

- includes all Content Descriptions (F-10 / 7-10)

F-10 Australian Curriculum: Languages – Chinese Second Language Learner Pathway – Foundation to Year 10 Sequence

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	Oral – Interacting, participating and taking action	Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms	Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones	Initiate interactions with peers and known adults to plan and organise social activities	Initiate and sustain interactions with peers and familiar adults to plan and arrange activities or social events in the context of the school or local community, and vary spoken language in response to the needs and demands of other participants	Exchange and elaborate on suggestions and opinions in spoken interactions related to planning and negotiating activities and events, adjusting spoken language for familiar and unfamiliar participants, purposes and contexts
		Written – Interacting, participating and taking action	Interact with simple written texts in familiar contexts to contribute to class discussions	Exchange simple correspondence with teachers and peers to contribute suggestions and arrange activities	Exchange correspondence and create simple written material to plan future activities and events and contribute ideas	Correspond with peers and other familiar participants to plan activities, and compare opinions on and attitudes towards different cultures	Sustain and extend written exchanges about places, future plans, and contemporary social issues and activities

Activity

- Download the Scope and Sequence for a language and pathway that you teach
 - For Chinese, French, Indonesian and Italian go to:
<http://www.australiancurriculum.edu.au/languages/preamble>
 - The Scope and Sequence pdf is a separate downloadable document
 - For Arabic, German, Japanese, Korean, Modern Greek, Spanish, Vietnamese go to:
http://acara.edu.au/curriculum/learning_areas/languages.html
 - The Scope and Sequence is within the full pdf document
- Notice :
 - the content to be addressed over a 2 year band
 - the progression across the year levels within each thread

Curriculum Documents

- Sequence (interactive)
 - Band Description
 - Content Descriptions
 - Elaborations
 - Links to Resources (Scootle)
 - Achievement Standards

For more details:

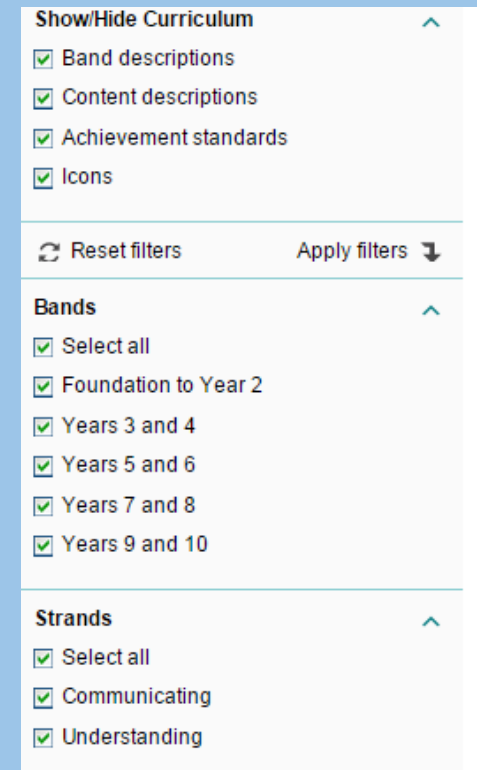
<http://www.australiancurriculum.edu.au/languages/content-structure>

'Sequence' Materials

- Choose your view!

Customise the way you view the curriculum sequence materials online to match the way you want to use it

- Select the layout options from the top right hand corner to view the information in various formats
- Use the filters down the left hand side to select which information you want to see.

A screenshot of a web application's filter panel titled 'Show/Hide Curriculum'. It contains three sections: 'Show/Hide Curriculum' with checkboxes for 'Band descriptions', 'Content descriptions', 'Achievement standards', and 'Icons'; 'Bands' with checkboxes for 'Select all', 'Foundation to Year 2', 'Years 3 and 4', 'Years 5 and 6', 'Years 7 and 8', and 'Years 9 and 10'; and 'Strands' with checkboxes for 'Select all', 'Communicating', and 'Understanding'. There are 'Reset filters' and 'Apply filters' buttons between the first and second sections.

Show/Hide Curriculum

- ☒ Band descriptions
- ☒ Content descriptions
- ☒ Achievement standards
- ☒ Icons

Reset filters Apply filters

Bands

- ☒ Select all
- ☒ Foundation to Year 2
- ☒ Years 3 and 4
- ☒ Years 5 and 6
- ☒ Years 7 and 8
- ☒ Years 9 and 10

Strands

- ☒ Select all
- ☒ Communicating
- ☒ Understanding

View ☰:Content Descriptors for 1 Band


AC


Australian CURRICULUM

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Senior Secondary Curriculum ▾


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Indonesian (Available for use; awaiting final endorsement)

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Overview ▾

Years 7–10 (Year 7 Entry) Sequence ▾

Years F–10 Sequence ▲


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☒ Band descriptions

☒ Content descriptions

☒ Achievement standards

☒ Icons

 Reset filters

Apply filters ▾

Bands ▲

☒ Select all

☒ Foundation to Year 2

☒ Years 3 and 4

☒ Years 5 and 6

☒ Years 7 and 8

☒ Years 9 and 10

Strands ▲

☒ Select all

☒ Communicating

☒ Understanding

General capabilities ▲

☐ Select all

☐ Literacy

Curriculum

Jump to: F-2 3-4 5-6 7-8 9-10

Foundation to Year 2

Foundation to Year 2 Band Description

The nature of the learners

Children enter the early years of schooling with established oracy skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with...





[Read full description >](#)

Foundation to Year 2 Content Descriptions





Communicating

Socialising

Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests
[Key concepts: self, family; Key processes: playing, imitating]
(ACLINC001)




Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning
[Key concept: play; Key processes: singing, chanting, drawing]
(ACLINC002)




Understanding

Systems of language

Reproduce the sound and spelling of the vowels and the letters *c* (*ch*) and trilled *r*, and recognise that Indonesian is written using the Roman alphabet
[Key concept: pronunciation; Key processes: reading aloud, mimicking]
(ACLINU012)

Recognise questions, commands and simple subject-focus sentences, and develop vocabulary for people, places and things in their personal world
[Key concepts: possession, word order; Key processes: naming, noticing patterns]

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View III: Content Descriptions: F-6 / 7-10

Indonesian (Available for use; awaiting final endorsement)

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Years 7–10 (Year 7 Entry) Sequence

Years F–10 Sequence

Show/Hide Curriculum

☒ Band descriptions

☒ Content descriptions

☒ Achievement standards

☒ Icons

Reset filters

Apply filters

Bands

☒ Select all

☒ Foundation to Year 2

☒ Years 3 and 4

☒ Years 5 and 6

☒ Years 7 and 8

☒ Years 9 and 10

Strands

☒ Select all

☒ Communicating

☒ Understanding

General capabilities

☐ Select all

☐ Literacy

☐ Numeracy

☐ Information and communication technology capability

☐ Critical and creative thinking

☐ Personal and social capability

Curriculum

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Foundation to Year 2

Foundation to Year 2 Band Description

The nature of the learners

Children enter the early years of schooling with established oracy skills in one or more languages and varying degrees of early literacy...

[Read full description >](#)

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests

[Key concepts: self, family; Key processes: playing, imitating]

(ACLINC001)

Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning

[Key concept: play; Key processes: singing, chanting, drawing]

(ACLINC002)

Years 3 and 4

Years 3 and 4 Band Description

The nature of the learners

At this level, children are developing awareness of their social world and memberships of various groups, including of the Indonesian...

[Read full description >](#)

Years 3 and 4 Content Descriptions

Communicating

Socialising

Share with peers and teacher information about aspects of personal world such as daily routines, home, and favourite objects and pastimes

[Key concepts: routine, occasion; Key processes: describing, sharing]

(ACLINC018)

Contribute to class activities such as solving a problem, creating a display or conducting a role-play/scenario

[Key concept: collaboration; Key processes: problem solving, participating]

(ACLINC019)

Years 5 and 6

Years 5 and 6 Band Description

The nature of the learners

Students are expanding their social networks, experiences and communication repertoire in both their first language and Indonesian. They...

[Read full description >](#)

Years 5 and 6 Content Descriptions

Communicating

Socialising

Interact with peers to describe aspects of daily life, school, friends and pastimes

[Key concepts: friendship, leisure; Key processes: corresponding, interacting]

(ACLINC035)


Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class

[Key processes: planning, organising, negotiating]



(ACLINC036)

Participate in classroom interactions and structured tasks by asking and responding to


View E: Content Descriptors & Elaborations for 1 Band

 Australian CURRICULUM

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Indonesian (Available for use, awaiting final endorsement)

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☒ Years 3 and 4

☒ Years 5 and 6

☒ Years 7 and 8

☒ Years 9 and 10

Strands ▴

☒ Select all

☒ Communicating

☒ Understanding

General capabilities ▴

☐ Select all

☐ Literacy


☐ Numeracy

☐ Information and communication technology capability

☐ Critical and creative thinking

☐ Personal and social capability

Curriculum

F-2 3-4 5-6 7-8 9-10 

Foundation to Year 2

Foundation to Year 2 Band Description

The nature of the learners

Children enter the early years of schooling with established *oracy* skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with...





Read full description >

Foundation to Year 2 Content Descriptions

Communicating





Socialising

Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests
[Key concepts: self, family; Key processes: playing, imitating]
(ACLINC001)

- learning how to greet others at different times of the day using appropriate forms of address and body language, for example, *Selamat pagi Ibu/Bapak*
- using different senses to express feelings, opinions and reactions, for example, *saya senang/tidak senang, saya suka/tidak suka, saya melihat, saya mendengar*
- introducing and giving descriptions of self, family members, pets and favourite objects, for example, *Nama saya..., Anjing saya..., Bapak saya tinggi*

Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning
[Key concept: play; Key processes: singing, chanting, drawing]
(ACLINC002)

- creating pictures or craft and giving descriptions in order to express ideas, for example, *ini...saya, anjing saya besar*
- participating in songs and chants by singing and performing actions, for example, *Topi Saya Bundar, Lingkaran Kecil and Di Sini Senang*
- following instructions by moving around or locating objects in the class, for example, *Ambillah satu blok, Carilah teman*

Tips for working with the *Australian Curriculum: Languages*

- Look for opportunities to combine aspects of both the Communicating and the Understanding strands in all activities/units of work
- Do not attempt to 'cover' all of the elaborations – these are suggestions only of ways in which the content descriptions may be addressed!

Achievement Standard

F-10 Sequence: Indonesian

Years 5 and 6 Achievement Standard

By the end of Year 6, students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities. They locate specific details and use familiar words and phrases to predict meanings in texts. They respond to and create texts such as descriptions and conversations to share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. Students produce *ng/ny/ngg* sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. They ask and respond to questions using *Apa?*, *Siapa?* *Berapa?* and *Di mana?*, and interact spontaneously with peers in discussions on familiar topics. Students use subject-focus construction with a range of *ber-* verbs (*bermain, berjalan, bercakap-cakap, berenang*) and formulaic *me-* verbs (*membaca, mendengarkan, menonton*). They express numbers using *ratus* and *ribu*, and describe character and appearance using noun + adjective word order, for example, *Rumah Budi besar*, *Dia tinggi dan lucu*. Students use possessive pronouns with some accuracy (for example, *Nama teman saya...*) and describe events in time using *pada* with whole numbers and days of the week. They use prepositions such as *di atas/dalam/delakang*, and the conjunctions *karena* and *tetapi*. They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. Students comment on how experiences and cultural perspectives, including their own, influence people's assumptions and language use in intercultural interactions.

Students understand that Indonesian is a language system that has rules, and that (subject-focus) sentence construction is similar to English. They recognise features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. Students observe that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. They recognise loan words from English and their Indonesian spelling (*televisi*) and pronunciation (*kriket*). They comment on similarities and differences between aspects of language and culture, such as celebrations (*Idul Fitri, Hari Ulang Tahun*), leisure (*takraw, bulu tangkis*) and environment (*desa, hutan*). Students understand that in both Indonesian and English some terms and expressions reflect culture-specific practices (for example, *Selamat siang, mandi, guling*) and cannot be directly translated.

Activity: Reflect on your current program in relation to the Achievement Standards

- Read through an achievement standard in your language for a level that you teach
- Highlight using 3 colours:
 - 1. aspects you **currently do** at this level
 - 2. aspects you **need to consider** including at this level
 - 3. aspects you **might not include** at this level
- Reflect on the implications for your planning and write some notes identifying what you may need to include/remove from your current program

Links to Resources

- Click on the unique code (eg. ACLITC100) for each Content Description.
- Then click on the Scootle image which appears on a 'pop-up' screen to be taken to a range of resources which may be useful in addressing this content descriptor.



The screenshot shows a web page from the Australian Curriculum website. The breadcrumb trail at the top reads: "Languages / Italian / Years 7–10 (Year 7 Entry) Sequence / Years 9 and 10 / Communicating / Informing / ACLITC119". The main heading is "Content Description" with a "Feedback" link. The text describes the content: "Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences". It lists key concepts (visual images, media, representation, relationship) and key processes (identifying diverse perspectives, transposing, connecting, applying). Below this is a row of icons. The "Elaborations" section lists four bullet points: listening/viewing/reading texts, researching/recording/synthesising information, deducing meaning/evaluating/synthesising information, and conducting online surveys. To the right is a "Discover resources" section with the Scootle logo.

Languages / Italian / Years 7–10 (Year 7 Entry) Sequence / Years 9 and 10 / Communicating / Informing / ACLITC119

Content Description Feedback

Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences


[Key concepts: visual images, media, representation, relationship; Key processes: identifying diverse perspectives, transposing, connecting, applying]



Elaborations

- listening to, viewing or reading texts that depict aspects of Italian culture, art, history or geography, and sharing the information with others, for example, comparing online tourist brochures, and reading or viewing a series of advertisements and creating own advertisement to attract Italian tourists to an Australian city/town/area
- researching, recording and synthesising information from texts, including television programs, reports, interviews, video clips, documentaries, graffiti and social networks, using tools such as tables, concept maps, webbing and charts to organise and order information and inform others of findings
- deducing meaning, evaluating and synthesising information and identifying cultural references in texts that show different representations of Italian culture
- conducting online surveys to report on attitudes towards topics such as water usage, consumer choice, technology use, music or celebrities

Discover resources



Source:

<http://www.australiancurriculum.edu.au/languages/italian/curriculum/7-10?layout=1>

Scootle Resources

- Scootle is a content discovery portal containing more than 22,000 teaching resources.
- To obtain a 'Scootle' password go to:
<https://www.scootle.edu.au/ec/preregister.action>

Scootle Resources

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Refine

Year level

☒ All levels

☒ F-2 ☒ 7-8

☒ 3-4 ☒ 9-10

☒ 5-6 ☒ 11-12

Resource type

☒ All types

☒ Learning Object

☒ Image

☒ Audio

☒ Video

☒ Collection

☒ Teacher resource

☒ Assessment resource

☒ Dataset

☒ Text

Learning area

All Learning Areas

Apply filters

View as gallery

View as list

View in Australian Curriculum

Your search returned 141 results

Sort by: **Relevance** Title Rating Popularity

Classroom resources [140]; Teacher reference materials [1];

Sourced from: The Learning Federation [80]; Shared [8]; Web [53];

Listed under: Language > Natural languages > Italian language

1 2 3 4 5 6 7 8 Next

☐ Select all

Save this search

Add 0 item(s) to my learning paths

☐



Languages online: memory game maker

Students can use this tool to make their own interactive memory game in which a player must find up to six matching pairs of cards arranged in two rows. Students can create text, pictures or sounds on each row of cards. They can customise the look and sound of the game. Also included are five files for students and teachers to download, a seven-part information screen, and 15 examples of memory games already created for English, mathematics, science, and languages such as Italian, Spanish, French, German, Japanese, Mandarin and Indonesian.

Details

View

Learning areas

English; Languages other than English; Technology

Year levels

5; 6; 7

TLF-ID

M009713

Not rated

Popularity

4

☐



Languages online: Tetris game maker

This resource is a tool students can use to make their own Tetris computer game in which a player must correctly respond to a clue that appears after every fourth falling block. Clues can be text, pictures or audio. If the answer is correct, the game continues. If it is incorrect, a 'bomb' falls through the game space, removing any blocks in its way. Included are five files for students and teachers to download, an eight-part information screen, and 16 examples of Tetris games already created for Japanese, Mandarin, Indonesian, Arabic, Italian, Spanish, French, German and English.

Details

View

Learning areas

English; Languages other than English; Technology

Year levels

6; 7

TLF-ID

M009714

Not rated

Popularity

4

☐



Languages online: matching game maker

Students can use this tool to make their own interactive matching

Details

View

Learning areas

English; Languages other than English; Technology

Refine search by topic

Main topic

Natural languages [141]

Specific topic

* No suggestions

Related topic

* No suggestions

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Teacher and Student Resources: Language Learning Space

An illustration of a person diving underwater, surrounded by bubbles. The person is wearing a dark wetsuit and has their arms extended forward. The background is a deep blue with light rays filtering through the water. In the upper left, there is a logo that says "LANGUAGE LEARNING SPACE" in bold, orange letters. Below the logo is the website address "www.lls.edu.au".

**LANGUAGE
LEARNING
SPACE**

www.lls.edu.au

The Language Learning Space – dive in now!

- Find 1000+ Free resources for Australian teachers and students of Chinese, Indonesian and Japanese languages.
- Explore the rich graphic novel adventures in these countries.
- Access a free tutor service, great teaching ideas and professional support.

Professional Learning Modules relating to AC:L available on the Language Learning Space



Australian Curriculum: Japanese language

- <http://www.ils.edu.au/teacherspace/professionallearning/2041>



The Australian Curriculum: Chinese Language

- <http://www.ils.edu.au/teacherspace/professionallearning/18>



The Australian Curriculum: Indonesian

- <http://www.ils.edu.au/teacherspace/professionallearning/1145>

Implementation

- Relevant curriculum and school authorities in each state and territory make decisions about the implementation of the Australian Curriculum in their schools

Source:

http://www.acara.edu.au/curriculum/foundation_year_10.html

(Accessed 22 January 2015)