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Introduction

The K–10 curriculum

The NSW Education Standards Authority (NESA) syllabuses are developed with respect to some overarching views about education. These include the NESA K–10 Curriculum Framework and Statement of Equity Principles, and the Melbourne Declaration on Educational Goals for Young Australians (December 2008).

NESA syllabuses include agreed Australian Curriculum content and content that clarifies the scope, breadth and depth of learning. The Australian Curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the K–10 Curriculum Framework and the Statement of Equity Principles, the syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the K–10 Curriculum Framework is consistent with the intent of the Melbourne Declaration on Educational Goals for Young Australians (December 2008), which set the direction for Australian schooling for the next ten years. There are two broad goals:

- Goal 1: Australian schooling promotes equity and excellence.
- Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the [Language] K–10 Syllabus will contribute to the curriculum, and to students’ achievement of the broad learning outcomes, is outlined in the syllabus rationale.
Introduction to the [Language] K–10 Syllabus

The language

The language to be studied and assessed is the modern standard version of [Language].

Students should be aware of formal and informal levels of language used in daily life. This includes the use of colloquialisms, where appropriate, and an awareness of regional differences.

The learners of [Language]

Students come to the learning of languages with diverse linguistic, cultural and personal profiles, including a range of prior language experiences either in [Language] or in a different language. Students may have engaged with [Language] in formal or less formal contexts, or they may have been exposed to a language through family members or in-country experience. Students start school as mono-, bi- or plurilinguals.

Mandatory study of a language occurs in Stage 4. However, students may commence their study of a language at any point along the K–10 continuum.

The learners of [Language] include students:

- learning [Language] as a second or additional language
- with prior learning and/or experience who may have:
  - undertaken a significant school-based learning program in Australia
  - had exposure to [Language] language and culture and may engage in some active but predominantly receptive use of [Language] (including dialects and variants of [Language])
- with a background in the language who have had their primary socialisation as well as initial literacy development and primary schooling in [Language]
- undertaking a course based on Life Skills outcomes and content.
Diversity of learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with special education needs

All students are entitled to participate in and progress through the curriculum. Under the Disability Standards for Education 2005, schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student with special education needs to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access outcomes and content from K–10 syllabuses in a range of ways. Students may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage, relevant to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses for students in Stages 4 and 5.

Decisions regarding curriculum options, including adjustments, should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- Languages
- Special education
- Life Skills.

Gifted and talented students

Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness and talent. Gifted and talented students may also have learning disabilities and/or English as an additional language or dialect. These needs should be addressed when planning appropriate teaching, learning and assessment activities.
Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student’s current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents/carers and students, with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

**Students learning English as an additional language or dialect (EAL/D)**

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of a syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The ESL Scales and the *English as an Additional Language or Dialect: Teacher Resource* provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of EAL/D students and to assist students to access syllabus outcomes and content.
[Language] Key

The following codes and icons are used in the [Language] K–10 Syllabus.

Outcome coding

Syllabus outcomes are coded in a consistent way. The code identifies the language, Stage, outcome number and the way content is organised.

Early Stage 1 to Stage 5 are represented by the following codes:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
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<tr>
<td>Stage 1</td>
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<td>Stage 2</td>
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<td>Stage 3</td>
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<tr>
<td>Stage 4</td>
<td>4</td>
</tr>
<tr>
<td>Stage 5</td>
<td>5</td>
</tr>
</tbody>
</table>

In the [Language] syllabus, outcome codes indicate subject, Stage, outcome number and strand. For example:

<table>
<thead>
<tr>
<th>Outcome code</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>LXX2-1C</td>
<td>Languages, [Language], Stage 2 – Outcome number 1 (Communicating)</td>
</tr>
<tr>
<td>LXX5-7U</td>
<td>Languages, [Language], Stage 5 – Outcome number 7 (Understanding)</td>
</tr>
<tr>
<td>LXXLS-2C</td>
<td>Languages, [Language], Life Skills – Outcome number 2 (Communicating)</td>
</tr>
</tbody>
</table>
Coding of Australian Curriculum Content

The syllabus includes Australian curriculum content descriptions for [Language] in a generic form with Australian Curriculum codes in brackets at the end of each generic content description, for example:

Initiate interactions and exchange information with teacher and peers (ACLXXC145)

Where a number of content descriptions are jointly represented, all description codes are included, eg (ACLXXC130, ACLXXC134, ACLXXC132).
Learning across the curriculum icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.

**Cross-curriculum priorities**
- 🌙 Aboriginal and Torres Strait Islander histories and cultures
- 🌍 Asia and Australia’s engagement with Asia
- 🌋 Sustainability

**General capabilities**
- 💡 Critical and creative thinking
- 📜 Ethical understanding
- 🌐 Information and communication technology capability
- 🌍 Intercultural understanding
- 📚 Literacy
- 🧠 Numeracy
- 💼 Personal and social capability

**Other learning across the curriculum areas**
- 🇦🇺 Civics and citizenship
- 🌐 Difference and diversity
- 🌍 Work and enterprise
Rationale

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second or additional language learners. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students’ intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

[Language] is the official language of …

The ability to communicate in [Language] provides incentives for travel and for more meaningful interactions with speakers of [Language], encouraging sociocultural understanding between Australia and [Country], and cohesion within the Australian community. It also provides opportunities for students to gain insights into the contributions that have been made by [Language]-speaking communities to Australian society, and to the global community. For background speakers, this valuable learning experience is further enhanced by the opportunity to maintain and develop their [Language] language skills and understanding of their cultural heritage.

The rich linguistic and cultural diversity of New South Wales, to which [Language]-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the K–10 curriculum.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

The study of [Language] in Kindergarten to Year 10 may be the basis for further study of one of the differentiated [Language] syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as commerce, tourism, entertainment, hospitality, education, sport, visual arts, performing arts and international relations.
The Place of the [Language] K–10 Syllabus in the K–12 Curriculum

Prior-to-school learning
Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned appropriately. The Early Years Learning Framework for Australia describes a range of opportunities for students to develop a foundation for future success in learning.

OPTIONAL STUDY
Early Stage 1 – Stage 3
[Language] K–10

MANDATORY STUDY
Stage 4
[Language] K–10
100 hours of one language in one continuous 12-month period (including Life Skills outcomes and content)

ELECTIVE STUDY
Stage 5
[Language] K–10
(including Life Skills outcomes and content)

ELECTIVE STUDY
Stage 6
(Years 11–12)

[Language] Beginners
Eligibility rules apply. Refer to the NESA website

[Language] Continuers
Eligibility rules apply. Refer to the NESA website

[Language] in Context
Eligibility rules apply. Refer to the NESA website

[Language] and Literature

[Language] Extension
Year 12

Community, other education and learning, and workplace pathways
Aim

The study of [Language] in K–10 enables students to communicate with others in [Language], and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.
Objectives

Knowledge, understanding and skills

Communicating strand
Students use language for communicative purposes by:

- **interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating
- **accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts
- **composing** – creating spoken, written, bilingual, digital and/or multimodal texts.

Understanding strand
Students analyse and understand language and culture by:

- **systems of language** – understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place
- **the role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity.

The *Communicating* and *Understanding* strands are interdependent and one or more of the objectives may be emphasised at any given time, depending on the language and the Stage of learning.

Values and attitudes
Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.
Outcomes

Table of objectives and outcomes – continuum of learning

**Communicating strand**

**Objective**  
*Interacting* – exchanging information, ideas and opinions, and socialising, planning and negotiating*

<table>
<thead>
<tr>
<th>Early Stage 1 outcome</th>
<th>Stage 1 outcome</th>
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<td>LXXe-1C</td>
<td>LXX1-1C</td>
<td>LXX2-1C</td>
<td>LXX3-1C</td>
<td>LXX4-1C</td>
<td>LXX5-1C</td>
</tr>
<tr>
<td>interacts in simple</td>
<td>participates in</td>
<td>interacts with</td>
<td>uses</td>
<td>uses</td>
<td>manipulates</td>
</tr>
<tr>
<td>exchanges in [Language]</td>
<td>classroom</td>
<td>others to share</td>
<td>[Language] to</td>
<td>[Language] to</td>
<td>[Language] in</td>
</tr>
<tr>
<td></td>
<td>interactions</td>
<td>information</td>
<td>interact with</td>
<td>interact with</td>
<td>sustained</td>
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<td></td>
<td>and play-</td>
<td>and participate</td>
<td>others to</td>
<td>others to</td>
<td>interactions</td>
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<td></td>
<td>based learning</td>
<td>in classroom</td>
<td>exchange</td>
<td>exchange</td>
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<td>information,</td>
<td>information,</td>
<td>information,</td>
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<td></td>
<td>[Language]</td>
<td>[Language]</td>
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<td>to participate</td>
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<td>in classroom</td>
<td>in classroom</td>
<td>plans and</td>
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<td></td>
<td>activities</td>
<td>activities</td>
<td>negotiate</td>
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</tbody>
</table>

Languages K–10 Framework  15
Objective

Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts*

<table>
<thead>
<tr>
<th>Early Stage 1 outcomes</th>
<th>Stage 1 outcomes</th>
<th>Stage 2 outcomes</th>
<th>Stage 3 outcomes</th>
<th>Stage 4 outcomes</th>
<th>Stage 5 outcomes</th>
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<tr>
<td>LXXe-2C</td>
<td>LXX1-2C</td>
<td>LXX2-2C</td>
<td>LXX3-2C</td>
<td>LXX4-2C</td>
<td>LXX5-2C</td>
</tr>
<tr>
<td>engages with [Language] texts</td>
<td>identifies key words and information in simple texts</td>
<td>locates and classifies information in texts</td>
<td>obtains and processes information in texts, using contextual and other clues</td>
<td>identifies main ideas in, and obtains information from texts</td>
<td>identifies and interprets information in a range of texts</td>
</tr>
<tr>
<td>LXXe-3C</td>
<td>LXX1-3C</td>
<td>LXX2-3C</td>
<td>LXX3-3C</td>
<td>LXX4-3C</td>
<td>LXX5-3C</td>
</tr>
<tr>
<td>responds to spoken and visual texts</td>
<td>responds to texts using a range of supports</td>
<td>responds to texts in a variety of ways</td>
<td>responds to texts using different formats</td>
<td>organises and responds to information and ideas in texts for different audiences</td>
<td>evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</td>
</tr>
</tbody>
</table>
**Objective**

**Composing** – creating spoken, written, bilingual, digital and/or multimodal texts*

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<thead>
<tr>
<th>Early Stage 1 outcome</th>
<th>Stage 1 outcome</th>
<th>Stage 2 outcome</th>
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<td>LXXe-4C</td>
<td>LXX1-4C</td>
<td>LXX2-4C</td>
<td>LXX3-4C</td>
<td>LXX4-4C</td>
<td>LXX5-4C</td>
</tr>
<tr>
<td>composes texts in [Language] using visual supports and other scaffolds</td>
<td>composes texts in [Language] using rehearsed language</td>
<td>composes texts in [Language] using modelled language</td>
<td>composes texts in [Language] using a series of sentences</td>
<td>applies a range of linguistic structures to compose texts in [Language], using a range of formats for different audiences</td>
<td>experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences</td>
</tr>
</tbody>
</table>

* Speaking, listening, reading and writing skills are integral for students who are developing their acquisition of [Language]. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening, reading, writing and communication experiences within the context of the [Language] K–10 Syllabus.
### Understanding Strand

**Objective**

_Systems of language_ – understanding the language system, including sound, writing, grammar, text structure; and how language changes over time and place

<table>
<thead>
<tr>
<th>Early Stage 1 outcomes</th>
<th>Stage 1 outcomes</th>
<th>Stage 2 outcomes</th>
<th>Stage 3 outcomes</th>
<th>Stage 4 outcomes</th>
<th>Stage 5 outcomes</th>
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<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td><strong>LXXe-5U</strong> recognises spoken [Language]</td>
<td><strong>LXX1-5U</strong> recognises and reproduces the sounds of [Language]</td>
<td><strong>LXX2-5U</strong> recognises pronunciation and intonation patterns of [Language]</td>
<td><strong>LXX3-5U</strong> applies key features of [Language] pronunciation and intonation</td>
<td><strong>LXX4-5U</strong> applies [Language] pronunciation and intonation patterns</td>
<td><strong>LXX5-5U</strong> demonstrates how [Language] pronunciation and intonation are used to convey meaning</td>
</tr>
<tr>
<td><strong>LXXe-6U</strong> recognises written [Language]</td>
<td><strong>LXX1-6U</strong> recognises basic [Language] writing conventions</td>
<td><strong>LXX2-6U</strong> demonstrates understanding of basic [Language] writing conventions</td>
<td><strong>LXX3-6U</strong> applies basic [Language] writing conventions</td>
<td><strong>LXX4-6U</strong> demonstrates understanding of key aspects of [Language] writing conventions</td>
<td><strong>LXX5-6U</strong> demonstrates understanding of how [Language] writing conventions are used to convey meaning</td>
</tr>
<tr>
<td><strong>LXXe-7U</strong> recognises the difference between statements, questions and commands in [Language]</td>
<td><strong>LXX1-7U</strong> recognises [Language] language patterns in statements, questions and commands</td>
<td><strong>LXX2-7U</strong> demonstrates understanding of elements of [Language] grammar in familiar language patterns</td>
<td><strong>LXX3-7U</strong> demonstrates understanding of [Language] grammatical structures</td>
<td><strong>LXX4-7U</strong> applies features of [Language] grammatical structures and sentence patterns to convey information and ideas</td>
<td><strong>LXX5-7U</strong> analyses the function of complex [Language] grammatical structures to extend meaning</td>
</tr>
<tr>
<td><strong>LXXe-8U</strong> recognises that there are different kinds of texts</td>
<td><strong>LXX1-8U</strong> recognises features of familiar texts</td>
<td><strong>LXX2-8U</strong> demonstrates an awareness of how familiar texts are structured</td>
<td><strong>LXX3-8U</strong> recognises how texts and language use vary according to context and purpose</td>
<td><strong>LXX4-8U</strong> identifies variations in linguistic and structural features of texts</td>
<td><strong>LXX5-8U</strong> analyses linguistic, structural and cultural features in a range of texts</td>
</tr>
</tbody>
</table>
Objective

**The role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity*

<table>
<thead>
<tr>
<th>Early Stage 1 outcome</th>
<th>Stage 1 outcome</th>
<th>Stage 2 outcome</th>
<th>Stage 3 outcome</th>
<th>Stage 4 outcome</th>
<th>Stage 5 outcome</th>
</tr>
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<tbody>
<tr>
<td>A student:</td>
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<td>A student:</td>
</tr>
<tr>
<td><strong>LXXe-9U</strong> recognises other languages and cultures in their immediate environment and the world</td>
<td><strong>LXX1-9U</strong> recognises similarities and differences in communication across cultures</td>
<td><strong>LXX2-9U</strong> recognises how terms and expressions reflect aspects of culture</td>
<td><strong>LXX3-9U</strong> makes connections between cultural practices and language use</td>
<td><strong>LXX4-9U</strong> identifies that language use reflects cultural ideas, values and beliefs</td>
<td><strong>LXX5-9U</strong> explains and reflects on the interrelationship between language, culture and identity</td>
</tr>
</tbody>
</table>

* Speaking, listening, reading and writing skills are integral for students who are developing their acquisition of [Language]. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening, reading, writing and communication experiences within the context of the [Language] K–10 Syllabus.
Stage Statements

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

Prior-to-school learning

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The Early Years Learning Framework for Australia describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The Early Years Learning Framework for Australia has five Learning Outcomes that reflect contemporary theories and research evidence about children’s learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:
1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.
Early Stage 1

By the end of Early Stage 1, students interact in [Language] with their peers and teacher through action-related talk and play-based activities. They exchange greetings and respond to simple instructions, question cues and spoken and visual texts with actions, gestures, single words or phrases, including formulaic phrases. They participate in shared listening or viewing of texts such as Big Book stories, using pictures and contextual clues to help make meaning, and responding through actions, gestures, drawing or singing. They identify key words in spoken texts, such as names of people or objects, and match simple words to pictures, for example labelling classroom objects in [Language] and English. They compose their own spoken texts with teacher support, using scaffolds and visual support, such as photos, to convey simple information about themselves or their family.

Students recognise that [Language] sounds different to English, and mimic [Language] pronunciation, approximating sounds. They recognise the difference between statements, questions and commands. They understand that there are different kinds of texts, such as songs, labels and captions, and recognise [Language] in the written form. They understand that some [Language] and English words are similar. They understand that [Language] is used in [Country] and other places in the world, and explore different languages that are used by their peers or family, or in their local community. Students have a growing awareness of the culture of [Language]-speaking communities, and identify some [Language] cultural practices that are similar or different to their own.

Students with prior learning and/or experience

Students with prior learning and/or experience of [Language] have more developed communicative skills, and knowledge and understanding of language and culture. They interact in [Language] with their peers and teacher by exchanging greetings, responding to questions and instructions and taking turns in class activities. They identify key words and specific information in simple spoken and visual texts, and share information, using illustrations and gestures to support meaning. They compose simple spoken and visual texts, using illustrations and actions, and create bilingual word lists and labels for the classroom. Students use features of the [Language] sound system, including pitch, accent, rhythm and intonation, and understand that the sounds of [Language] are represented [...]. They identify the function of statements, questions and commands. They describe aspects of self and their family background, and their own prior learning and/or experience of [Language].
Stage 1

By the end of Stage 1, students interact in [Language] with their peers and teacher to exchange greetings and simple information. They use [Language] in play-based learning contexts and classroom routines, using modelled language. They identify key words and information in simple texts, such as charts, songs and rhymes, and respond to texts, using key words, phrases, gestures, objects and other supports. They compose simple texts in [Language] using rehearsed language, and create bilingual labels and captions for objects and visual texts.

Students reproduce the sounds and rhythms of spoken [Language], and understand how sounds are represented in [Language]. They {recognise and copy some [...] and} (insert this statement for non roman-scripted languages) identify language patterns in simple statements, questions and commands. They identify features of familiar texts, such as greeting cards, and variations in language use when greeting and addressing different people. They recognise that [Language] and English borrow words and expressions from each other and other languages. Students understand that the ways in which people use language reflect their culture, and relate to where and how they live and what is important to them. They reflect on similarities and differences between [Language] and their own language and culture.

Students with prior learning and/or experience

Students with prior learning and/or experience of [Language] have more developed communicative skills, and knowledge and understanding of language and culture. They interact in [Language] with their peers and teacher to exchange personal information, and participate in classroom routines and guided activities by responding to questions, following instructions and seeking permission. They locate and organise key points of information from simple spoken, written, digital and visual texts, and respond to texts in English or by using modelled sentence structures in [Language]. They compose simple texts, using modelled language and illustrations to support meaning, and create simple bilingual texts in print or digital form, such as word lists, labels or captions for the classroom.

Students apply pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They {write simple texts using [...] recognising} (insert this statement for non roman-scripted languages) understand that texts are a form of communication and recognise parts of speech and basic word order in simple sentences. They reflect on the role of [Language] language and culture in their own lives.
Stage 2

By the end of Stage 2, students interact with others in [Language] to share information and participate in guided classroom activities that involve following instructions and collaborating with peers. They locate and classify information in texts, such as recipes or menus, and respond to texts, using modelled language and graphic, visual or digital supports. They compose texts in [Language], using familiar words, formulaic expressions and modelled language, and create bilingual texts, such as descriptions and signs for the classroom.

Students reproduce pronunciation and intonation patterns, and identify sound–writing relationships. They (write simple texts in […], and) identify basic elements of grammar in familiar language patterns. They recognise structure and language features in familiar texts, and variations in language use according to context and relationships between participants. They recognise frequently used loan words from English and other languages, comparing pronunciation. Students identify terms and expressions in [Language] that reflect cultural practices, and make comparisons with their own and other communities. They understand that ways of communicating and behaving reflect aspects of personal identity.

Students with prior learning and/or experience

Students with prior learning and/or experience of [Language] have more developed communicative skills, and knowledge and understanding of language and culture. They interact with others in [Language] to share information, experiences and feelings, and participate in tasks and activities that involve collaborative planning and simple transactions. They locate and organise information from spoken, written, digital and visual texts, and respond to texts, using English or modelled language in [Language], in spoken, written and digital modes. They compose texts using formulaic expressions, modelled language and visual supports, and create bilingual texts such as signs or notices, digital picture dictionaries or word banks for the classroom and school community.

Students apply intonation and phrasing patterns of spoken [Language]. They (write texts using […], applying) identify basic elements of grammar to describe actions, people and objects. They reflect on their experiences when interacting in [Language] and English-speaking contexts, identifying similarities and differences in language use and behaviours.
Stage 3

By the end of Stage 3, students interact with others in [Language] to exchange information and opinions. They engage in classroom activities and collaborate with peers to plan a group activity or shared event. They obtain and organise information from written, spoken and digital texts, using contextual and other clues to elicit meaning, and respond to texts in [Language] or English, using a range of formats. They compose informative and imaginative texts, linking ideas in a series of sentences, and using familiar modelled language and scaffolds. They create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community.

Students use key features of pronunciation and intonation, recognising the relationship between sounds, words and meaning, and apply basic writing conventions. They recognise the systematic nature of [Language] grammar rules, and use basic grammatical structures to present information. They identify how texts vary according to purpose and context, and recognise variations in language use according to context and relationships between participants. They explore the influence of [Language] language and culture on other languages. Students describe aspects of their own identity, making comparisons between their own cultural practices and language use and those of [Language]-speaking communities, and considering how this affects intercultural communication.

**Students with prior learning and/or experience**

Students with prior learning and/or experience of [Language] have more developed communicative skills, and knowledge and understanding of language and culture. They initiate interactions in [Language] with others to exchange information, ideas and opinions, and collaborate with peers to make choices and arrangements, organise events and complete transactions. They locate and classify information from a range of written, spoken and digital texts, and respond to texts in [Language] or English, using a range of formats for different audiences. They compose informative and imaginative texts for a variety of purposes and audiences, and create bilingual texts and resources for their own language learning and the school community.

Students apply the [Language] sound system, including variations in tone, stress and phrasing. They apply an increasing range of […] in written texts, applying (insert this statement for non roman-scripted languages) apply basic structures and features of [Language] grammar to present information and elaborate on meaning. They reflect on their experiences in [Language] and English-speaking contexts, discussing adjustments made when moving from English to [Language] and vice versa.
Stage 4

By the end of Stage 4, students interact with others in [Language] to exchange information and ideas on topics of interest, and engage in collaborative tasks and activities that involve making plans and arrangements. They identify main ideas and specific information in a range of written, spoken and digital texts, and respond in [Language] or English to information and ideas, in a range of formats for specific audiences. They compose informative and imaginative texts for different audiences, using a range of linguistic structures with the support of stimulus materials and modelled language, and create bilingual texts and learning resources for the classroom.

Students apply [Language] pronunciation and intonation patterns, including pitch, accent and rhythm, in a range of sentence types and vocabulary. They read and write [...] (insert this statement for non roman-scripted languages). They recognise elements of [Language] grammar, including the systematic nature of verb conjugation, and use features of [Language] grammatical structures and sentence patterns to convey information and ideas. They identify variations in linguistic and structural features in a range of texts, explaining how language use varies according to context and the relationship between participants.

Students examine how [Language] influences and is influenced by other languages and cultures, identifying borrowed words used in [Language] and English, and [Language] words and phrases that have emerged in response to new technology. They explore connections between language and culture in particular words, expressions and communicative behaviours, recognising values that are important in [Language]-speaking communities. They share their reactions to intercultural experiences, considering how ways of communicating and expressing identity are shaped by the values and beliefs of a community.

Students with prior learning and/or experience

Students with prior learning and/or experience of [Language] have more developed communicative skills, and knowledge and understanding of language and culture. They interact in [Language] with peers and known adults on a range of topics and experiences, and engage in collaborative tasks and activities that involve planning, negotiating and making decisions. They obtain and process information from a range of written, spoken and digital texts, and respond in [Language] or English to information and ideas on a variety of topics, events or experiences, using different modes of presentation for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community. They apply [Language] pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They use [...] in simple texts, and (insert this statement for non roman-scripted languages) elements of [Language] grammar and sentence structure to express ideas. They understand how different types of texts are structured and use particular language features according to context, purpose and audience. They recognise that [Language] has evolved and developed through different periods of influence and change, and how variations in [Language] language use reflect different levels of formality, authority and status. Students explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures. They reflect on how their own biography, including family origins, traditions and beliefs, has an impact on their sense of identity and ways of communicating.
Students with a background in [Language]

Students with a background in [Language] have more sophisticated communicative skills, and knowledge and understanding of language and culture. They interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, and engage in collaborative tasks and activities that involve negotiating, solving problems and justifying decisions. They access and evaluate information in a range of written, spoken and digital texts, and respond in [Language] to information, ideas and perspectives on a range of topics, events or experiences, using different presentation modes for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community.

Students apply the [Language] sound system, explaining features, including variations in tone, stress and phrasing. They apply their knowledge of [Language] grammar to organise and elaborate on ideas and opinions, and understand how different types of texts are structured and use particular language features according to context, purpose and audience. They recognise that [Language] has evolved and developed through different periods of influence and change, and how variations in [Language] language use reflect different levels of formality, authority and status. Students analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures. They reflect on how and why being a speaker of [Language] contributes to their sense of identity and is important to their [Language] cultural heritage.
Stage 5

By the end of Stage 5, students manipulate [Language] in sustained interactions with others to exchange information, ideas and opinions. They participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in English or [Language] to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences. They compose informative and imaginative texts to express ideas, attitudes and values, experimenting with linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences. They create a range of bilingual texts and resources for the school and wider community.

Students apply pronunciation, intonation and phrasing patterns of spoken [Language]. They understand the systematic nature of [Language] grammatical forms, and use elements of grammar to express complex ideas. They analyse the effects of linguistic and structural features in texts, explaining their interrelationship with context, purpose and audience. They examine the impact of factors such as media, technology, globalisation and popular culture on [Language].

Students explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose. They understand that language, culture and communication are interrelated and shaped by each other. They reflect on their intercultural experiences, recognising how cultural identity influences ways of communicating, thinking and behaving.

Students with prior learning and/or experience

Students with prior learning and/or experience of [Language] have more developed communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in [Language] with others to share information, feelings, opinions, ideas and points of view. They participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems. They obtain, interpret and evaluate information, ideas and opinions from a range of texts, and respond to texts in [Language] or English, using different formats, for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply intonation and phrasing patterns in both formal and informal speech. They use complex grammatical structures, including ..., to achieve sophistication in expression, and explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in [Language]-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs. They reflect on how their own identity both influences and is shaped by ways of communicating, thinking and behaving.
Students with a background in [Language]

Students with a background in [Language] have more sophisticated communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in [Language] with others to discuss ideas and points of view, and participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate. They analyse written and spoken texts to identify elements such as viewpoint, theme, stylistic devices, cultural influences and values. They respond in [Language] to information and ideas from different perspectives, using a range of formats for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, experimenting with genre, textual features and stylistic devices, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply the [Language] sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress, pitch and intonation are used to enhance the aesthetic features of texts. They apply complex grammatical structures to enhance communication and achieve particular effects. They explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in [Language]-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students discuss how meanings vary according to cultural assumptions that [Language] and English speakers bring to interactions, and how mutual understanding can be achieved. They reflect on variations in their own language use and communicative and cultural behaviours in [Language] and English-speaking contexts.
Content

For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.

In general, the examples of content in the Communicating strand are learning tasks (see glossary). Unlike form-focused language activities and exercises (see glossary), the learning tasks involve the achievement of a devised or actual goal or purpose. They provide opportunities to draw on existing language resources and to experiment with new forms in authentic or simulated contexts.

The content has been designed to accommodate a range of student entry points and a range of learners, some of whom may have significant prior learning, experience or background in [Language].

In Kindergarten to Year 6, content has been developed for two broad student groups:

- students who are studying the language as second or additional language learners; and
- students who have prior learning and/or experience.

In Year 7 to Year 10, content has been developed and presented in four ways:

- students who are studying the language as second or additional language learners
- students who have prior learning and/or experience
- students who have experienced some or all of their formal school education in a [Language]-speaking environment
- students undertaking a course based on Life Skills outcomes and content.
Organisation of content

The following diagram provides an illustrative representation of elements of the course and their relationship.

Strands

The content of the syllabus is organised through the two interrelated strands of Communicating and Understanding, and related objectives and outcomes.

The strands reflect important aspects of language learning related to communication, analysis and understanding of language and culture, and reflection. Students reflect on the experience of communicating and on their own language and culture in comparison to those of others.
Macro skills

The four macro skills: listening, reading, speaking and writing are related to syllabus objectives within the Communicating strand in the following way:

<table>
<thead>
<tr>
<th>Interacting</th>
<th>Accessing and responding*</th>
<th>Composing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Listening</td>
<td>Speaking</td>
</tr>
<tr>
<td>Reading</td>
<td>Reading</td>
<td>Writing</td>
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<tr>
<td>Speaking</td>
<td>Speaking</td>
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<tr>
<td>Writing</td>
<td>Writing</td>
<td></td>
</tr>
</tbody>
</table>

* The response to texts may be in English or [Language] depending on the outcome or content.

Listening, reading, speaking and writing skills are integral for students who are developing their acquisition of [Language]. For some students with disability, teachers will need to consider relevant and appropriate adjustments to listening, reading, speaking, writing and communication experiences within the context of the [Language] K–10 Syllabus.

The use of English

The target language is used wherever possible as the primary medium of interaction in both language-oriented and most content-oriented tasks.

English may be used for discussion, explanation or analysis and reflection, providing opportunities for students to develop metalanguage for sharing ideas about language, culture and experience.
Learning across the curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA K–10 Curriculum Framework and Statement of Equity Principles, and in the Melbourne Declaration on Educational Goals for Young Australians (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship
- Difference and diversity
- Work and enterprise

Learning across the curriculum content is incorporated, and identified by icons, in the content of the [Language] K–10 Syllabus in the following ways.
Aboriginal and Torres Strait Islander histories and cultures

The study of languages provides valuable opportunities for students to make interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, and to develop their understanding of concepts related to the linguistic landscape of Australia. Students explore the languages spoken in their immediate environment and identify local and other Aboriginal languages, off-Country Aboriginal languages and/or Torres Strait Islander languages. They examine cultural symbols and practices across languages, and ways in which people express their culture through traditional stories, songs, dance and crafts. By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia’s rich and diverse Aboriginal and Torres Strait Islander communities.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the Principles and Protocols relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Asia and Australia’s engagement with Asia

Students learning [Language] can engage with rich content and contexts for developing their knowledge and understanding of [Language]-speaking societies, and are provided with opportunities to make comparisons with other Asian societies, languages, cultures, values and beliefs. (insert this statement for Asian languages) Learning [Language] can engage with rich content and contexts for developing their knowledge and understanding of [Language]-speaking societies, and are provided with opportunities to make comparisons with Asian societies, languages, cultures, values and beliefs. They have opportunities to learn to communicate and interact in [Language] in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across [Language] and other Asian cultures. They are provided with opportunities to understand that there are [Language]-speaking communities in [Country], Australia and around the world, and that there is diversity within the [Language] language. They identify words and expressions that [Language] and English borrow from each other and other languages. They explore the impact on [Language] of social, cultural and intercultural influences, such as media, technology, globalisation and popular culture. They develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students are provided with opportunities to learn how Australia is situated within the Asia region, and how Australia’s linguistic and cultural identity is continuously evolving, both locally and within an international context.
Sustainability

Learning [Language] provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in [Language]-speaking communities in [Country], Australia and the world. They engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, climate, conservation, linguistic and cultural ecologies, and change, both within [Language] language and culture, and across languages and cultures. Students develop their knowledge, understanding and skills about sustainability within particular cultural contexts. Through interacting with others, negotiating meaning and mutual understanding and reflecting on communication, they can learn to live and work in ways that are both productive and sustainable.

Critical and creative thinking

Students develop critical and creative thinking as they interact in [Language] with people and ideas from diverse backgrounds and perspectives. They participate in a range of collaborative tasks, activities and experiences that involve negotiating, solving problems and making decisions. Students obtain, interpret and organise information, ideas and perspectives from a range of texts, analysing aspects of [Language] language and culture and making comparisons with other languages and cultures. They develop skills in creative thinking when composing informative and imaginative texts in [Language] in different formats for a range of contexts, purposes and audiences.

Ethical understanding

Students learning [Language] are encouraged to acknowledge and value difference in their interactions with others and to respect diverse ways of perceiving and acting in the world. They can apply their knowledge of ethics when using technology to communicate information. When collecting, interpreting and analysing information, ideas and research data related to aspects of language and culture in [Language]-speaking communities, students are provided with opportunities to learn about ethical procedures for investigating and working with people and places. As they develop their knowledge and understanding of the language, culture, beliefs, values and attitudes of [Language]-speaking, their own and other communities, students become more aware of their own roles and responsibilities as citizens.

Information and communication technology capability

Accessing live [Language] environments and texts via digital media contributes to the development of students’ ICT capabilities as well as linguistic and cultural knowledge, and extends the boundaries of the classroom. Students are provided with opportunities to maximise use of the technologies available to them, adapting as technologies evolve and limiting the risks to themselves and others in a digital environment.

Students interact with [Language] speakers in online contexts, and access multimodal resources, digital environments and technologies to enhance their learning. They engage with digital texts to obtain, interpret, reorganise and present information, opinions and ideas. They can use word-processing skills to produce written texts in [Language]. They create informative and imaginative texts in digital formats, using text, sound and images, and produce bilingual resources, such as digital displays or websites, for the school community.
Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Learning languages can enable students to develop their intercultural understanding as they learn to value their own language(s), culture(s) and beliefs, and those of others. They are provided with opportunities to understand the reciprocal relationship between language, culture and identity, and how this relationship reflects the values and beliefs of a community. Students are encouraged to reflect on their own and other cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect. Learning to move between languages and cultures is integral to language learning and is the key to the development of students’ intercultural understanding.

Students learning [Language] are provided with opportunities to understand that language develops and operates in a sociocultural context. They are encouraged to make connections between social and cultural practices and language use, identifying culture-specific terms and expressions in [Language] and making comparisons with other languages and cultures. They examine differences in language use and behaviours, explaining variations according to context, purpose, mode of delivery and the roles and relationships of participants. Students are provided with opportunities to understand how cultural identity influences ways of communicating, thinking and behaving. They reflect on their experiences when interacting in [Language] and English-speaking contexts, considering adjustments made and how this affects intercultural communication.

Literacy

Contemporary research has demonstrated explicit links between language learning and improved literacy skills. The study of [Language] develops students’ understanding of how languages work as systems, thereby enhancing literacy and language skills in [Language], as well as English. For background speakers of [Language], the knowledge, understanding and skills which students develop through learning their first language also support and enhance the development of literacy in English.

Students learning [Language] can make connections between spoken language and written [Language]. They engage with [Language] texts, using their knowledge of the language to predict the meaning of new words, and compose texts. They are encouraged to use metalanguage to describe linguistic structures and features in texts, recognising that grammatical concepts serve particular functions and represent part of the system of language.

Students identify main ideas and specific information in a range of spoken, written and multimodal texts, explaining textual structure and linguistic features and their relationship with context, purpose and audience. They convey information, ideas and opinions in a variety of text types and formats, and compose informative and imaginative texts in different formats for a range of audiences, purposes and contexts, applying their knowledge of grammatical structures, word order and sentence construction. Students create bilingual texts and resources for the school and wider community, making comparisons between [Language] and English textual features, and linguistic and cultural elements.
Numeracy

Students develop numeracy capability as they communicate in [Language] in everyday situations. They use [Language] numbers for counting and measuring. They role-play shopping situations in class, negotiating details such as size, quantity and price, and using currency exchange rates to complete transactions. They use expressions of time to sequence events, and create calendars to share information about class routines, birthdays, including zodiac signs, and [Language] events and celebrations. They interpret data and statistics from multimodal sources, and construct tables, charts, graphs and diagrams to present information.

Personal and social capability

Students develop personal and social capability as they interact with [Language] speakers in culturally appropriate ways in a range of contexts and situations, developing understanding of the importance of communicating in a respectful manner. They participate in shared tasks and activities that involve planning, negotiating, and making decisions and arrangements. They work both collaboratively and independently, engaging with [Language] texts and resources to obtain, interpret and evaluate information, and creating their own informative and imaginative texts to express their ideas, opinions and beliefs.

Students explore connections between [Language] language and culture in particular words, expressions and communicative behaviours, recognising and empathising with values that are important to [Language]-speaking communities. They are provided with opportunities to understand that people view and experience the world in different ways, and reflect on their own heritage, values, culture and identity.

Civics and citizenship

As students engage in learning [Language], they develop the knowledge, understanding, skills, values and attitudes for responsible, informed and active participation in Australian society and as global citizens.

Students are provided with opportunities to understand the concept of community identity within the context of multicultural Australia. They explore the diversity of identities and cultural perspectives within [Language]-speaking and other Australian communities and the diverse ways in which individuals and communities may express their cultures and identities in Australian society.

Students examine the importance of tradition to a sense of community and national identity, and explore the impact of social, cultural and intercultural influences on [Language] language and culture, such as media, technology, globalisation and popular culture. They can appreciate the richness of [Language] language and culture, and the significant social, economic and cultural contributions of [Language]-speaking communities to Australian society and the world.
Difference and diversity

Difference and diversity comprises gender, ethnicity, ability and socio-economic circumstances.

Through their learning of [Language], students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global community. Students are provided with opportunities to learn about diverse values, attitudes, customs and traditions in [Language]-speaking communities, as well as characteristics that are common to their own and other communities. They communicate in [Language] in diverse contexts, developing understanding of the importance of using culturally appropriate language and behaviour.

The study of [Language] fosters the ideals of respect for others and appreciation and acceptance of diverse points of view, beliefs, attitudes and values. Students develop their understanding of issues such as age, beliefs, gender, language and ethnicity, and their appreciation of ways in which diversity contributes to a deeper sense of community and national identity.

Work and enterprise

Students need to be prepared for living and working in a world that is more technologically focused, globally connected and internationally competitive. Through their study of [Language], students learn about the living and working conditions of [Language]-speaking communities, and are provided with opportunities to understand the impact of social, economic and technological developments. Students learning [Language] develop skills in communication, collaboration, negotiation and problem-solving that can equip them for participation in a range of work settings, and can enable them to become more effective and valuable members of the workforce. The ability to communicate in [Language] broadens future employment opportunities for students in an increasingly globalised world.
Content for Early Stage 1

Communicating

Interacting

Outcome

A student:
› interacts in simple exchanges in [Language] LXXe-1C

Content

Students:
• exchange greetings, for example: (ACLXXC000)
  – introducing self, using culturally appropriate gestures
• participate in classroom routines and follow simple instructions, for example: (ACLXXC000)
  – participating in classroom routines, eg opening and closing lessons

Content for students with prior learning and/or experience

Students:
• interact with teacher and peers by exchanging information, for example:
  – talking about what they like and dislike, eg...
• participate in classroom activities by responding to instructions and taking turns, for example:
  – learning the rules of a new game, eg [Language] Hopscotch, What’s the time Mr Wolf?, Hide and seek, and deciding who will be ‘it’, who will be ‘hiding’ and how the game is won
Communicating

Accessing and responding

Outcomes

A student:
› engages with [Language] texts LXX e-2C
› responds to spoken and visual texts LXXe-3C

Content

Students:
• participate in shared listening and viewing activities, for example: (ACLXXC000)
  – listening to songs with visual images that involve onomatopoeic sounds and discussing them
• respond to simple or familiar stories, songs and rhymes through actions, drawing or singing, for example: (ACLXXC000)
  – singing and responding to songs with actions, eg …

Content for students with prior learning and/or experience

Students:
• identify key words and specific information in simple spoken and visual texts, for example:
  – listening to and viewing picture books and familiar multimodal stories and responding appropriately to questions to demonstrate comprehension, eg …
• share information from texts, using illustrations and gestures to support meaning, for example:
  – drawing a picture and explaining it, using gestures to support understanding
Communicating

Composing

Outcome

A student:

› composes texts in [Language] using visual supports and other scaffolds LXXe-4C

Content

Students:

• describe objects in [Language] using visual supports, for example: (ACLXXC000) 📚
  – describing size and colour of objects around the classroom/school, eg … 📚
• label objects and images in [Language], for example: (ACLXXC000) 📚
  – draw classroom objects using digital technology, for use as labels in the classroom and
    around the school, eg … 📚

Content for students with prior learning and/or experience

Students:

• compose simple texts using illustrations and actions to support meaning, for example: 📚
  – composing and performing simple action chants or repetitive raps 📚
• create bilingual word lists and labels for the classroom, for example: 📚
  – labelling classroom objects in [Language] and English 📚
Understanding

Systems of language

Outcomes

A student:
› recognises spoken [Language] LXXe-5U
› recognises written [Language] LXXe-6U
› recognises the difference between statements, questions and commands in [Language] LXXe-7U
› recognises that there are different kinds of texts LXXe-8U

Content

Students:
- recognise the sounds of [Language], for example: (ACLXXU000)
  - learning the rhythm of [Language]
- recognise that [Language] and English are written differently, for example:
  - tracing their name in [Language]
- recognise the structure of statements, questions and commands in [Language], for example: (ACLXXU000)
  - recognising basic word order, eg ...
- understand that some [Language] and English words are similar, for example: (ACLXXU000)
  - comparing pronunciation and intonation of [Language] loan words with English pronunciation and vice versa, eg ...
- understand that language is organised as 'text', for example: (ACLXXU000)
  - understanding that texts can be spoken, written, digital, visual or multimodal and can be short or long

Content for students with prior learning and/or experience

Students:
- recognise and use features of the [Language] sound system, including pitch, accent, rhythm and intonation, for example: Recognising pitch, accent, rhythm and intonation when listening to stories
- recognise that the sounds of [Language] are represented in three scripts, for example:
  - tracing and copying their name in [Language]
- identify the function of statements, questions and commands in [Language], for example:
  - understanding basic word order in statements, eg ...
Understanding

The role of language and culture

Outcome

A student:

› recognises other languages and cultures in their immediate environment and the world LXXe-9U

Content

Students:

• understand that [Language] is one of the many languages spoken in Australia, for example: (ACLXX(U)000) 🌍🌍
  ‒ discussing where students have heard [Language] spoken, such as [Language] restaurants, supermarkets, audio books or radio 🌍🌍
  ‒ identifying local Aboriginal languages 🌍🌍
• recognise that there are cultural practices that differ from their own, for example: (ACLXXC000) 🌍🌍
  ‒ discussing cultural backgrounds of peers and their families, and sharing knowledge of own cultural background 🌍🌍🌍
  ‒ sharing knowledge about celebrations in their own culture, and making comparisons with celebrations in [Language]-speaking and other communities, including Aboriginal and Torres Strait Islander communities 🌍🌍🌍

Content for students with prior learning and/or experience

Students:

• describe aspects of self and their family background, for example: 🌍🌍🌍
  ‒ creating a personal profile, using drawings, images or photos, including where their family is from, who speaks [Language] and/or other languages or dialects at home 🌍🌍🌍
Content for Stage 1

Communicating

Interacting

Outcome

A student:
› participates in classroom interactions and play-based learning activities in [Language] LXX1-1C

Content

Students:
• interact with teacher and peers to exchange greetings and information, for example: (ACLXXC109) 
  – using appropriate greetings at occasions, eg …
• participate in classroom routines and activities, for example: (ACLXXC000, ACLXXC000) 
  – engaging in classroom routines, eg …

Content for students with prior learning and/or experience

Students:
• interact with teacher and peers to exchange personal information, for example: 
  – introducing self to peers, students from older grades or different schools
• participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission, for example: 
  – following classroom instructions and routines
Communicating

Accessing and responding

Outcomes

A student:
› identifies key words and information in simple texts LXX1-2C
› responds to texts using a range of supports LXX1-3C

Content

Students:
• locate specific items of information in texts, such as charts, songs, rhymes or lists, for example:
  (ACLXXC000) 🗒️
    – recognising some whole words in familiar contexts, eg labels, titles or posters 🗒️
• respond to texts using key words or phrases in English or [Language], or gestures, drawings and other supports, for example: (ACLXXC000) 🗒️
  – drawing a picture from the descriptions provided in a spoken text 🗒️

Content for students with prior learning and/or experience

Students:
• locate and organise key points of information from simple spoken, written, digital and visual texts, for example: 🗒️
  – sequencing images, eg manga, and connecting the images, using appropriate conjunctions, eg... 🗒️
• respond to texts using English, or modelled sentence structures in [Language], or illustrations to support meaning, for example: 🗒️
  – labelling a series of related and unrelated visuals, eg... 🗒️
Communicating

Composing

Outcome

A student:
› composes texts in [Language] using rehearsed language LXX1-4C

Content

Students:
• compose simple texts using familiar words, phrases and patterns, for example: (ACLXXXC000)
  – retelling short stories with puppets, props or actions after multimodal input, eg watching videos or picture books such as …
• label objects and caption visual texts, for example: (ACLXXC000)
  – creating bilingual labels for classroom objects, places around the school or items around the house

Content for students with prior learning and/or experience

Students:
• compose simple texts using modelled sentence structures and illustrations to support meaning, for example:
  – writing and making cards, eg Mother’s Day and Father’s Day
• create simple print or digital bilingual texts, such as word lists, labels and captions for the classroom, for example:
  – making a poster of classroom rules in English and hiragana
Understanding

Systems of language

Outcomes

A student:
› recognises and reproduces the sounds of [Language] LXX1-5U
› recognises basic [Language] writing conventions LXX1-6U
› recognises [Language] language patterns in statements, questions and commands LXX1-7U
› recognises features of familiar texts LXX1-8U

Content

Students:
• recognise the sounds and rhythms of spoken [Language], for example: (ACLXXU000) 🎵
  – *practising the different intonation of statements and questions, eg comparing … with …* 🎵
• language-specific content, for example: (ACLXXU000) 🎵
• understand basic [Language] sentence structure and recognise some key elements of [Language] grammar, for example: (ACLXXU000) 🎵
  – *identifying gender-specific pronouns, eg …* 🎵
• recognise that [Language] and English borrow words and expressions from each other and other languages, for example: (ACLXXU000) 🎵
  – *recognising English loan words in [Language], and matching words with pictures, eg …* 🎵
• understand that there are different types of text with particular features, for example: (ACLXXU000) 🎵
  – *understanding texts as different forms of communication that are spoken, written, digital or visual, and recognising that they can be very short, eg … or much longer, eg …* 🎵

Content for students with prior learning and/or experience

Students:
• apply [Language] pronunciation and intonation patterns, including pronunciation of loan words and punctuation, for example: 🎵
  – *language-specific examples* 🎵
• language-specific content if appropriate, for example: 🎵
  – *language-specific examples* 🎵
• recognise parts of speech and understand basic rules of word order in simple sentences, for example: 🎵
  – *developing metalanguage for communicating about language, using terms such as ‘noun’, ‘verb’, ‘adjective’* 🎵
Understanding

The role of language and culture

Outcome

A student:
› recognises similarities and differences in communication across cultures LXX1-9U

Content

Students:
• recognise that the ways of greeting and addressing others vary in different cultural and social contexts, for example: (ACLXXU000) 🌐
  – exploring how language is used differently in [Language] to reflect different relationships, eg parent–child exchanges 🌐
• understand that language and culture are closely connected, for example (ACLXXU000): 🌐
  – understanding that learning and using [Language] involves becoming familiar with some different ways of communicating, eg ..., and also some ways of thinking about things and behaving that may be unfamiliar 🌐
  – exploring the range of languages and cultures at school and in the local community, including local Aboriginal languages and cultures 🌐
• identify what may look or feel similar or different to their own language and culture when interacting in [Language], for example: (ACLXXC000, ACLXXC000) 🌐
  – reflecting on what sounds, looks or feels similar or different to their own language and culture when interacting in [Language] 🌐

Content for students with prior learning and/or experience

Students:
• reflect on the role of [Language] language and culture in their own lives, for example: 🌐
  – exploring ways in which [Language] people express their culture through music, dance, traditional stories, food, games and celebrations 🌐
Stage 2

Content for Stage 2

Communicating

Interacting

Outcome

A student:
› interacts with others to share information and participate in classroom activities in [Language] LXX2-1C

Content

Students:
• interact with teacher and peers in guided exchanges, for example: (ACLXXC000) 📚 📚
  – introducing self to class, using formal spoken language, eg..., and appropriate non-verbal
    language, eg ... 📚 📚
• participate in activities with teacher support that involve following instructions and interacting with
  peers, for example: (ACLXXC000) 📚 📚
  – responding to teacher instructions and participating in classroom routines, eg taking the roll,
    naming the months and days of the week, and describing the weather 📚 📚

Content for students with prior learning and/or experience

Students:
• interact with teacher and peers to share information, experiences and feelings, for example: 📚 📚
  – participating in shared blogs, exchanging information with students from a buddy school, eg
    ... 📚 📚 📚 📚
• participate in classroom activities and collaborative tasks that involve planning or simple
  transactions, for example: 📚 📚 📚 📚 📚
  – following instructions for a craft activity, eg ... 📚 📚 📚 📚 📚
Communicating

Accessing and responding

Outcomes

A student:

 › locates and classifies information in texts LXX2-2C
 › responds to texts in a variety of ways LXX2-3C

Content

Students:

• obtain specific information from texts, for example: (ACLXXC000, ACLXXC000, ACLXXC000) 📚
  – viewing, listening or reading simple texts to locate key points of information and known phrases 📚
• respond to texts using graphic, visual and digital supports, or in English or [Language], using simple statements, for example: (ACLXXC000) 📚 📚
  – reporting the findings of surveys on families, pets, likes and dislikes, sports or other activities, and using picture or column graphs to display results 📚 📚

Content for students with prior learning and/or experience

Students:

• locate and organise information from spoken, written, digital and visual texts, for example: 📚 📚
  – recognising character traits or behaviours in texts, eg children's stories that reflect [Language] culture and traditions 📚 📚
• respond in English or [Language] to texts, using spoken, written and digital modes, and models, for example: 📚 📚
  – listening to a report of an event, such as a festival or family celebration, and using a timeline to sequence elements 📚 📚
Communicating

Composing

Outcome

A student:
› composes texts in [Language] using modelled language LXX2-4C

Content

Students:
• compose simple texts using familiar words, formulaic expressions and modelled language, for example: (ACLXXC000)  
  - creating simple oral texts describing themselves, their interests, friends or family, using visual supports or objects
• create bilingual texts for the classroom, such as descriptions and signs, for example: (ACLXXC000)  
  - creating simple activities that involve alternating or combining repeated words or phrases in [Language] and English, eg verbs, questions words or months of the year

Content for students with prior learning and/or experience

Students:
• compose texts using formulaic expressions, modelled language and visual supports, for example:
  - composing and illustrating simple narratives about a day in the life of an imaginary person, animal or fictional character, using digital media to share with peers and [Language]-speaking contacts, using both language and images to achieve particular effects
• create bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and school community, for example:
  - producing a bilingual school map and bilingual signs (hiragana/kanji/English) for [Language] visitors
Understanding

Systems of language

Outcomes

A student:

› recognises pronunciation and intonation patterns of [Language] LXX2-5U
› demonstrates understanding of basic [Language] writing conventions LXX2-6U
› demonstrates understanding of elements of [Language] grammar in familiar language patterns LXX2-7U
› demonstrates an awareness of how familiar texts are structured LXX2-8U

Content

Students:

• reproduce pronunciation and intonation and recognise sound–writing relationships, for example: (ACLXXU000) ➨
  – language-specific examples ➨
• language-specific content, for example: (ACLXXU000) ➨
  – language-specific examples ➨
• understand and identify elements of basic grammar and sentence structure, for example: (ACLXXU000) ➨
  – understanding concepts, eg noun, verb and adjective ➨
• recognise that [Language] and English borrow words and expressions from each other and other languages, for example: (ACLXXU000) ➨
  – creating a class record of [Language] words that are used in English and other languages, eg ..., and comparing how these words are pronounced in the two languages ➨
• identify particular language features and textual conventions in familiar texts, for example: (ACLXXU000) ➨
  – recognising features of familiar genres of [Language] texts, eg picture books, digital books or games, video clips or songs ➨

Content for students with prior learning and/or experience

Students:

• understand the intonation and phrasing patterns of spoken [Language], for example: ➨
  – language-specific examples ➨
• language-specific content, for example: ➨
  – language-specific examples ➨
• develop knowledge of grammatical elements to describe actions, people and objects, for example: ➨
  – expressing frequency, eg ... ➨
Understanding

The role of language and culture

Outcome

A student:

› recognises how terms and expressions reflect aspects of culture LXX2-9U

Content

Students:

• understand that [Language] changes according to the context of use and reflects different relationships, for example: (ACLXXU000) ☺☺
  – noticing differences in the ways in which both [Language] and English speakers communicate with different people, eg with young children, with unfamiliar adults or with elderly people ☺☺

• make connections between cultural practices and language use, such as culture-specific terms and expressions in [Language] or English, for example: (ACLXXU000) ☺☺
  – understanding that language carries information about the people who use it, and that common expressions often reflect cultural values, eg the importance of respect for older people is reflected in terms of address in [Language] ☺☺
  – identifying culturally specific terms and phrases, eg ‘mate’ in Australian English and [language-specific example] in [Language], and ‘sista’, ‘brutha’, ‘Aunty’ and ‘Uncle’ in Aboriginal English, and sharing insights into why particular cultures value certain colloquial language ☺☺

• understand that ways of communicating and behaving reflect aspects of personal identity, for example: (ACLXXC000, ACLXXC000) ☺☺
  – using digital resources to create a self-profile to exchange with a potential [Language] friend, selecting key words and simple expressions from word banks, and modelled statements that capture their sense of self, and comparing their choices and how they think about their identity ☺☺

Content for students with prior learning and/or experience

Students:

• reflect on their experiences when interacting in [Language] and English-speaking contexts, identifying differences in language use and behaviours, for example: ☺☺
  – identifying and discussing phrases and expressions used only in [Language] or in English, analysing cultural contexts in which they are used ☺☺
Content for Stage 3

Communicating

Interacting

Outcome

A student:

› uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities LXX-1C

Content

Students:

• initiate interactions and exchange information with teacher and peers, for example: (ACLXXC000)
  ◦ role-playing first meetings based on assigned information, using expressions, eg ...
• participate in a group activity or shared event, for example: (ACLXXC146, ACLXXC147)
  ◦ creating a skit, performance or play to introduce aspects of [Language] language and culture to younger students learning [Language], eg on the topic of gift giving and receiving

Content for students with prior learning and/or experience

Students:

• initiate interactions with adults and peers to exchange information, ideas and opinions, for example: 
  ◦ taking on roles and responsibilities in the classroom, eg leading the class in routines such as opening and closing lessons, taking the roll, writing important class announcements and reminders on the board, using expressions such as ...
• collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions, for example: 
  ◦ planning and organising a performance item for school assembly, by contributing language and cultural knowledge to class discussion, and writing a draft story or scripts for the performance
Communicating

Accessing and responding

Outcomes

A student:
› obtains and processes information in texts, using contextual and other clues LXG-2C
› responds to texts using different formats LXG-3C

Content

Students:
• obtain and organise specific information from texts, for example: (ACLXXC000, ACLXXC000) 🗽
  📚 📖 – viewing video clips of social interactions, and identifying and recording known words and expressions, eg exchanges between teacher and students, or customers and shop assistants,
• respond in English or [Language] to texts, using a range of formats, for example: (ACLXXC149)
  📖 📖 – responds to a [Language] email from a new friend 🥰 📖 📖

Content for students with prior learning and/or experience

Students:
• locate and classify information from a range of spoken, written, digital and visual texts, for example: 📖 📖 📖 – investigating aspects of life in [Language]-speaking communities overseas, eg web-chatting with relatives overseas to find out more about their own family origins, history or circumstances 🥰 📖 📖 📖
• respond in English or [Language] to ideas and information, using a range of formats for different audiences, for example: 🥰 📖 📖 – responding to spoken, written or digital narratives, eg folktales or films that evoke positive or negative emotions, by connecting these with their own experiences and expressing their feelings in their journals, using emotive language 🥰 📖 📖 📖
  – researching information and presenting findings in summary form in a class display, comparing the cultures of [Language]-speaking and other communities, including Aboriginal and Torres Strait Islander communities 🌐 📖 📖 📖 📖 📖 📖 📖 📖 📖 💫
Communicating

Composing

Outcome

A student:

› composes texts in [Language] using a series of sentences LXX3-4C

Content

Students:

• compose informative and imaginative texts, using scaffolded models, for different purposes and audiences, for example: (ACLXXC000) ⚫
  – designing and presenting a commercial for a new or existing technology product ⚫
• create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community, for example: (ACLXXC000) ⚫
  – creating bilingual texts for the classroom or school community, eg invitations to attend class or school assembly performances, or posters advertising a significant school event ⚫

Content for students with prior learning and/or experience

Students:

• compose informative and imaginative texts for a variety of purposes and audiences, for example:
  – writing up the results of a scientific experiment ⚫
• create bilingual texts and resources for their own language learning and the school community, for example:
  – creating shared bilingual learning resources, eg print or digital word banks, or glossaries of [Language] and English expressions used in formal and informal everyday interactions ⚫
Understanding

Systems of language

Outcomes

A student:

› applies key features of [Language] pronunciation and intonation LXX3-5U
› applies basic [Language] writing conventions LXX3-6U
› demonstrates understanding of [Language] grammatical structures LXX3-7U
› recognises how texts and language use vary according to context and purpose LXX3-8U

Content

Students:

• reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning, for example: (ACLXXU000)
  – language-specific examples
• language-specific content, for example: (ACLXXU000)
  – language-specific examples
• recognise the systematic nature of [Language] grammar rules, for example: (ACLXXC000)
  – understanding different question words, eg ...
• recognise that the [Language] language is both influenced and in turn influences other languages and cultures, for example: (ACLXXU000)
  – investigating the influence of [Language] language and culture on other languages, by creating a glossary of [Language] words specific to certain areas, eg food or communication/culture
  – understanding that all languages change, that some are constantly growing and expanding while others are being revitalised, eg many international Indigenous languages and Aboriginal and Torres Strait Islander languages
• identify how the features of text organisation vary according to purpose and audience, for example: (ACLXXU000)
  – understanding the significance of features of different text types, eg opening and closing emails, letters or phone conversations, eg ...

Content for students with prior learning and/or experience

Students:

• apply the [Language] sound system, including variations in tone, stress and phrasing, for example: 
  – understanding how to make appropriate pauses in a sentence, by dividing the sentence into cohesive chunks, eg when reading books aloud to the class
• language-specific content, for example: 
  – language-specific examples
• understand and use basic structures and features of [Language] grammar to elaborate on meaning, for example: 
  – further developing metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources, eg verb charts
Understanding

The role of language and culture

Outcome

A student:
› makes connections between cultural practices and language use LXX3-9U

Content

Students:
• understand that [Language] changes according to the context of use and reflects different relationships, for example: (ACLXXU000) 🔄
  – observing how language use reflects relationships and respect, such as expressing familiarity with friends by using first names rather than surnames or showing respect for authority figures, eg …
• understand that language use is shaped by the values and beliefs of a community, for example: (ACLXXU000) 🔄
  – practising formulaic expressions, eg those exchanged before and after meals or when giving or receiving gifts, and reflecting on the experience of using such exchanges 🔄
• describe aspects of own identity and reflect on differences between [Language] and own language and culture, considering how this affects intercultural communication, for example: (ACLXXC000, ACLXXC000) 🔄
  – recognising ways in which [Language] behaviour reflects values, traditions and culture, eg a reluctance to volunteer or compete for attention in class, and prioritising the group rather than the individual 🔄

Content for students with prior learning and/or experience

Students:
• reflect on their experiences in [Language] and English-speaking contexts, discussing adjustments made when moving from English to [Language] and vice versa, for example: 🔄
  – identifying and comparing cultural images and language used in [Language] and Australian print and media advertising and tourist brochures, considering how and why they are used and what message they convey 🔄
Content for Stage 4

Communicating

Interacting

Outcome

A student:

› uses [Language] to interact with others to exchange information, ideas and opinions, and make plans LXX4-1C

Related Life Skills outcome: LXXLS-1C

Content

Students:

• interact with peers and known adults on topics of interest, for example: (ACLXXC000, ACLXXC000) 📚
  – exchanging personal details with real or imagined visiting students from [Country] or a sister school, eg name, age, birthday, phone number, email address, family members 📚

• engage in collaborative activities that involve planning and making arrangements, for example: (ACLXXC000) 📚
  – participating in class activities, eg word, board or electronic games, using set phrases in [Language] 📚

Content for students with prior learning and/or experience

Students:

• interact with peers and known adults on a range of topics and experiences, for example: (ACLXXC000, ACLXXC000) 📚
  – making comparisons between their own daily routine and that of peers, family and students in [Country] 📚

• engage in collaborative activities that involve planning, making decisions and negotiating, for example: (ACLXXC000) 📚
  – participating in class activities, eg word, board or digital games, using phrases such as … 📚

Content for students with a background in [Language]

Students:

• interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, for example: 📚
  – talking to the teacher, expressing opinions about their new high school life 📚

• engage in collaborative tasks that involve negotiating, solving problems and justifying decisions, for example: 📚
  – planning or participating in events relating to popular aspects of Australian ways of life, eg music, popular culture, climate, landscape and recreational activities, and share experiences with members of their local [Language]-speaking community 📚
Communicating

Accessing and responding

Outcomes

A student:

› identifies main ideas in, and obtains information from texts LXX4-2C
› organises and responds to information and ideas in texts for different audiences LXX4-3C

Related Life Skills outcomes: LXLS-2C, LXLS-3C

Content

Students:

• locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLXXC000) 
  - listening to a conversation and identifying the speakers and the setting
• respond in English or [Language] to information and ideas in a variety of spoken, written and digital forms for specific contexts, for example: (ACLXXC000, ACLXXC000) 
  - obtaining information from a class survey, and presenting the findings in a table or graph in English or [Language] for another class

Content for students with prior learning and/or experience

Students:

• obtain and process information from a range of spoken, written and digital texts, for example: (ACLXXC000, ACLXXC000) 
  - collating information from a range of [Language] media on a topic of interest, eg popular culture, sport or youth issues
• respond in English or [Language] to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences, for example: (ACLXXC000, ACLXXC000) 
  - collating and presenting data relating to urban and country lifestyles in [Country], using online survey software

Content for students with a background in [Language]

Students:

• access and evaluate information from a range of spoken, written and digital texts, for example: accessing diverse spoken texts, eg speeches, dialogues, news reports or interviews, and summarising key information in English
• respond in [Language] to information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences, for example: analysing and presenting data in [Language] or English on topics of interest using online survey software
Communicating

Composing

Outcome

A student:

› applies a range of linguistic structures to compose texts in [Language], using a range of formats for different audiences LXX4-4C

Related Life Skills outcome: LXXLS-4C

Content

Students:

• compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language, for example: (ACLXXC000) ⭐️
  – writing a greeting card to a friend to say ‘hello’, or wish them ‘Happy Birthday’ ⭐️
• create bilingual texts and resources for the classroom, for example: (ACLXXC000)
  – creating flashcards for peers to learn new vocabulary ⭐️

Content for students with prior learning and/or experience

Students:

• compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example: (ACLXXC000, ACLXXC000) ⭐️
  – creating a text, such as a brochure, poster or website post, about an upcoming event, eg a [Language]-language performance or a school exchange visit ⭐️
• create bilingual texts and resources for the school and wider community, for example:
  (ACLXXC000) ⭐️
  – creating a video demonstrating the process of making something, eg a simple dish or origami, with subtitles in English ⭐️

Content for students with a background in [Language]

Students:

• compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example: ⭐️
  – presenting information about the lifestyle of people in various places in [Country], showing the impact of historical or geographical factors, through multiple text types and modes of presentation ⭐️
• create bilingual texts and resources for the school and wider community, for example: ⭐️
  – creating a bilingual brochure to compare aspects of school life in [Country] and in Australia, eg school subjects, timetables, sports, weekend ⭐️
Understanding

Systems of language

Outcomes

A student:

› applies [Language] pronunciation and intonation patterns LXX4-5U
› demonstrates understanding of key aspects of [Language] writing conventions LXX4-6U
› applies features of [Language] grammatical structures and sentence patterns to convey information and ideas LXX4-7U
› identifies variations in linguistic and structural features of texts LXX4-8U

Related Life Skills outcomes: LXXLS-5U, LXXLS-6U, LXXLS-7U, LXXLS-8U

Content

Students:

• recognise and use features of the [Language] sound system, including pitch, accent, rhythm and intonation, for example: (ACLXXU000)
  – pronouncing sounds correctly
• language-specific content, for example: (ACLXXU000)
  – language-specific examples
• understand elements of [Language] grammar, including the systematic nature of verb conjugation, for example: (ACLXXU000)
  – applying standard word order and understanding that word order can vary
• recognise how [Language] influences and is influenced by factors such as technology, and other languages and cultures, for example: (ACLXXU000)
  – recognising that the [Language] language borrows and adapts words and expressions from English and other languages, eg …
  – understanding that some international Indigenous languages and many Aboriginal and Torres Strait Islander languages are growing and adapting, while others are endangered, being revitalised, or blending with other languages
• identify textual conventions of familiar spoken, written and multimodal texts, for example: (ACLXXU000)
  – identifying different text types, explaining differences in structure and linguistic features
Content for students with prior learning and/or experience

Students:

- apply [Language] pronunciation and intonation patterns, and punctuation, for example: (ACLXXU000)
  - language-specific examples
- language-specific content, where appropriate, for example: (ACLXXU000)
  - language-specific examples
- understand and use elements of [Language] grammar and sentence structure to express ideas, for example: (ACLXXU000)
  - recognising questions asking for a reason, and responding by using justification words
- understand that the [Language] language has evolved and developed through different periods of influence and change, for example: (ACLXXU000)
  - examining [Language] words and phrases that have emerged as a result of technological developments, eg...
- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: (ACLXXU000)
  - recognising key features and structures of familiar texts in [Language], eg lost child announcements, spoken commercials or print advertisements

Content for students with a background in [Language]

Students:

- apply the [Language] sound system, explaining features, including variations in tone, stress and phrasing, for example: 
  - language-specific examples
- language-specific content, where appropriate, for example: 
  - language-specific examples
- apply knowledge of [Language] grammar to organise and elaborate on ideas and opinions, for example: 
  - using a range of grammatical structures, eg ..., to justify opinions
- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: 
  - examining the structure and word choices used in a range of texts for specific audiences and purposes, such as setting and plot in a narrative, or introduction, body and conclusion in a speech
Understanding

The role of language and culture

Outcome

A student:
› identifies that language use reflects cultural ideas, values and beliefs LXX4-9U

Related Life Skills outcome: LXLS-9U

Content

Students:
- understand how language use varies according to context and the relationship between participants, for example: (ACLXXU000) 📚
  - understanding that language use may vary according to the intended audience 📚
- explore connections between language and culture in particular words, expressions and communicative behaviours, for example: (ACLXXU000) 📚📚📚
  - understanding the use of set phrases relating to cultural customs, eg at mealtimes 📚📚📚
- recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLXXC000, ACLXXC000) 📚
  - understanding traditional and modern ways of celebrating festivals in [Country], and the values that underpin them 📚📚

Content for students with prior learning and/or experience

Students:
- understand variations in [Language] language use that reflect different levels of formality, status and authority, for example: (ACLXXU000) 📚
  - analysing language used to express different levels of formality in a variety of texts, eg conversations, letters, emails and text messages, noting differences between written and spoken texts 📚
- explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures, for example: (ACLXXU000) 📚📚📚 *
  - explaining language use in [Language] interactions that reflects humility or deference, eg expressions used to refuse or deflect praise of self or family, or to defer to others 📚📚📚 *
- reflect on how their own biography, including family origins, traditions and beliefs, affects their sense of identity and ways of communicating, for example: (ACLXXC000, ACLXXC000) 📚
  - reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with [Language] people, noticing their own body language and modifying gestures 📚📚📚 *
Content for students with a background in [Language]

Students:

- analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures, for example: ☉ Sunshine
  - understanding that language used in formal and informal contexts varies across cultures, eg greetings, meal etiquette ☉ Love
- reflect on how and why being a speaker of [Language] contributes to their sense of identity and is important to their [Language] cultural heritage, for example: ☐️ World
  - examining the impact of living in Australia on their sense of being [Language] and their values and beliefs ☇️ Teamwork
Content for Stage 5

Communicating

Interacting

Outcome

A student:

- manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate LX5-1C

Related Life Skills outcome: LXLS-1C

Content

Students:

- initiate and sustain interactions to share information, opinions and ideas, for example: (ACLXXC000, ACLXXC000) \(\&\) \(\&\)
  - initiating a conversation with a new friend, by asking and expanding questions
- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLXXC000) \(\&\) \(\&\)
  - engaging in social transactions with peers and teachers, eg presenting gifts, accepting and declining invitations, making excuses and apologising to [Language] speakers, using appropriate protocols such as forms of politeness and respect

Content for students with prior learning and/or experience

Students:

- initiate and sustain interactions with peers and adults to share information, feelings, opinions, ideas and points of view, for example: (ACLXXC000, ACLXXC000) \(\&\) \(\&\)
  - engaging in face-to-face or online discussions with [Language]-speaking peers, using descriptive and expressive language, to describe significant events, special occasions or milestones in their lives \(\&\) \(\&\)
- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLXXC000) \(\&\) \(\&\)
  - clarifying, expressing preference for, and summarising arrangements for a social outing

Content for students with a background in [Language]

Students:

- initiate and sustain interactions with others to discuss ideas and points of view, for example: \(\&\) \(\&\)
  - conducting a survey with [Language] people in the community to investigate a problem or issue in the school or local area, and discussing and determining solutions, eg \(\&\) \(\&\)
- participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate, for example: \(\&\) \(\&\)
  - initiating a school campaign to promote awareness of social issues or charity fundraising \(\&\) \(\&\)
Communicating

Accessing and responding

Outcomes

A student:

› identifies and interprets information in a range of texts LXS-2C
› evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences LXS-3C

Related Life Skills outcomes: LXXLS-2C, LXXLS-3C

Content

Students:

• obtain and synthesise information and ideas from spoken, written, visual or multimodal texts, for example: (ACLXXC000, ACLXXC000) 📚
  – obtaining information from a range of media texts, including television weather reports, interviews and digital video clips, and summarising key points 📚
• respond in English or [Language] to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience, for example: (ACLXXC000, ACLXXC000) 📚
  – preparing multimodal presentations on aspects of [Language] lifestyles and cultural practices that invite comparison and contrast with their own experiences, eg fashion, music or regional cooking 📚

Content for students with prior learning and/or experience

Students:

• obtain, interpret and evaluate information, ideas and opinions from a range of texts, for example: (ACLXXC000, ACLXXC000) 📚
  – identifying underlying values, cultural references and the purpose and intended audiences of different types of community texts, eg advertisements or posters 📚
• respond in English or [Language] to information, ideas and opinions, using different formats for specific contexts, purposes and audiences, for example: (ACLXXC000) 📚
  – gathering information from sources to develop a digital travel guide for a proposed class visit to [Country] 📚
Content for students with a background in [Language]

Students:

- access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoints, themes, stylistic devices, influences and values, for example:
  - identifying bias in texts, examining the values that influence bias, and discussing how bias differs from opinion and perspective

- respond in [Language] to information, ideas and opinions on a range of issues from different perspectives, using a variety of formats for specific contexts, purposes and audiences, for example:
  - writing a book or film review for a popular review website
  - developing an information kit supported by visuals about the local city or region to provide to [Language] visitors via a local tourism website, including details on history, including Aboriginal history identifying the local Aboriginal nation, people, language and sites significant to Aboriginal people, climate, environment and cultural activities
Communicating

Composing

Outcome

A student:
› experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences LX6S-4C

Related Life Skills outcome: LXLS-4C

Content

Students:
• compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences, for example: (ACLXXC000) 🌷
  – creating texts to inform others about or promote events, places or experiences, such as a poster or flyer for a multicultural event or a brochure about their school for a [Language] audience 🌷 🐽 🌸
  – using digital technologies to create a design to showcase Aboriginal and Torres Strait Islander cultures to young [Language] visitors to Australia, demonstrating knowledge of cultural protocols protecting Indigenous cultural and intellectual property 🌷 🐽 🌸
• create a range of bilingual texts and resources for the school and wider community, for example: (ACLXXC000) 🌷 🐽
  – creating an online bilingual class profile to send to a [Language] sister school, or to present to [Language] visitors to the school, including translations and/or explanation of key terms and expressions associated with events or school celebrations 🌷 🐽 🌸

Content for students with prior learning and/or experience

Students:
• compose a range of informative and imaginative texts using different formats to express ideas, attitudes and values, for example: (ACLXXC000) 🌷 🐽
  – adapting existing texts to change the emotional effect, or to represent different cultural values or experiences, eg by changing the location, characters or era of a familiar story or cartoon, 🌷 🐽
• create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences, for example: (ACLXXC000) 🌷 🐽
  – creating bilingual instructions for [Language] visitors about how to play various Australian and [Language] traditional sports 🌷 🐽
Content for students with a background in [Language]

Students:

- compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences, and experimenting with genre, textual features and stylistic devices, for example:
  - composing a speech on an aspect of popular youth culture for an audience of adults

- create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences, for example:
  - translating literary texts, eg poems, songs or short stories, using print and online dictionaries to develop their own linguistic repertoire and an understanding of the risks of word-for-word translation
Understanding

Systems of language

Outcomes

A student:

› demonstrates how [Language] pronunciation and intonation are used to convey meaning LXXS-5U
› demonstrates understanding of how [Language] writing conventions are used to convey meaning LXXS-6U
› analyses the function of complex [Language] grammatical structures to extend meaning LXXS-7U
› analyses linguistic, structural and cultural features in a range of texts LXXS-8U

Related Life Skills outcomes: LXXLS-5U, LXXLS-6U, LXXLS-7U, LXXLS-8U

Content

Students:

• understand the intonation and phrasing patterns of spoken [Language], for example: (ACLXXU000)
  – identifying ways in which stress, intonation and body language convey meaning
• language-specific content, where appropriate, for example: (ACLXXU000)
  – language-specific examples
• understand and use [Language] language and grammatical forms, and explore how to use/combine these elements to express complex ideas, for example: (ACLXXU000)
  – further developing metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources, eg verb charts and lists of vocabulary and sentence structures
  – using tenses of verbs, eg ...
• investigate the impact of factors such as media, technology, globalisation and popular culture on [Language], for example: (ACLXXU000)
  – considering how globalisation has accelerated the introduction of English words and expressions into [Language], and discussing possible benefits and disadvantages associated with the blending and mixing of languages, eg fashion/food/music
• apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts, for example: (ACLXXU000)
  – applying understanding of the textual features of different text types to construct simple narratives, messages, slogans or song lyrics, noticing how the choice of language and text structure works to achieve each text's purpose


**Content for students with prior learning and/or experience**

Students:

- apply intonation and phrasing patterns in both formal and informal speech, for example: (ACLXXU000)
  - language-specific examples
- language-specific content, where appropriate, for example: (ACLXXU000)
  - language-specific examples
- understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures, for example: (ACLXXU000)
  - further developing metalanguage to describe and increase control of grammatical concepts and language elements, and to organise learning resources, eg verb charts and lists of vocabulary and sentence structures
  - increasing cohesion within paragraphs by using conjunctions, eg ...
- research the phenomenon of language change in [Language]-speaking communities, analysing and comparing language use of previous generations with contemporary use, for example: (ACLXXU000)
  - finding examples of ways in which social and cultural influences affect languages
  - investigating the state and nature of Indigenous [Language] languages, considering issues, eg language revival and reclamation, and drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia
- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example: (ACLXXU000)
  - identifying the use of cohesive devices, eg conjunctions, to sequence and link ideas and actions in both [Language] and English media texts

**Content for students with a background in [Language]**

Students:

- apply the [Language] sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress, pitch and intonation are used to enhance the aesthetic features of texts, for example: 
  - experimenting with rhythm, tempo, stress, pitch and intonation in different situations, analysing and comparing how differently they are used, eg when reading a story to an audience, or having a casual conversation with friends
- language-specific content, where appropriate, for example: 
  - language-specific examples
- understand and apply complex grammatical structures to enhance communication and achieve particular effects, for example: 
  - using passive, causative and passive-causative forms, eg ...
  - using reflective language, eg ...
- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example: 
  - identifying stylistic features of formal text types, eg …
Understanding

The role of language and culture

Outcome

A student:
› explains and reflects on the interrelationship between language, culture and identity LXS-9U

Related Life Skills outcome: LXSLS-9U

Content

Students:
• analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLXXU000, ACLXXU000) —
  — comparing features of written and spoken [Language] that reflect different communicative purposes, eg formal grammatical structures in letters compared to conversational markers or interjections to support the flow of face-to-face conversation
• understand that language, culture and communication are interrelated and shaped by each other, for example: (ACLXXU000) —
  — understanding that language carries cultural associations and indicates priorities in regard to individual, collective and family relationships
• reflect on intercultural experiences as a learner of [Language], recognising how cultural identity influences ways of communicating, thinking and behaving, for example: (ACLXXC000, ACLXXC000) —
  — discussing incidences in [Language] language exchanges when miscommunication has occurred, and reflecting on why or how this happened

Content for students with prior learning and/or experience

Students:
• analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLXXU000) —
  — evaluating how language choices reflect social relations and priorities, eg ...
• analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs, for example: (ACLXXU000) —
  — discussing their own and others’ attitudes towards cultural diversity and difference, including the use of stereotypes and generalisations, and considering how these affect communication
• reflect on how their own cultural identity both influences and is shaped by ways of communicating, thinking and behaving, for example: (ACLXXC000) —
  — reflecting and reporting on how learning [Language] provides insights into language and culture in general, and how their own assumptions about [Country] have changed as a result of intercultural language learning
Content for students with a background in [Language]

Students:

- analyse how and why language use varies according to social and cultural contexts, relationships and purposes, for example: 🌐
  - examining a level of politeness in language and how the language changes, depending on the audience, eg … 🌐

- discuss how meanings vary according to cultural assumptions that [Language] and English speakers bring to interactions, and how mutual understanding can be achieved, for example: 🌐
  - reflecting on their own cultural values and evaluating how these intersect with mainstream values when interacting in [Language] and English-speaking contexts 🌐

- reflect on their language choices, and communicative and cultural behaviours in [Language] and English-speaking contexts, for example: 🌐
  - reflecting on how their language choices, including the use of English and [Language], are indications of their sense of identity within a particular context 🌐
Years 7–10 Life Skills Outcomes and Content

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the [Language] K–10 Syllabus.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to teaching, learning and assessment activities.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are required to demonstrate achievement of one or more Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- achievement of an outcome may be demonstrated through selected Life Skills content
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- Languages
- Special education
- Life Skills.
## Years 7–10 Life Skills Outcomes

### Table of objectives and outcomes

#### Communicating strand

**Objective**

Students:

- **Interacting**: exchanging information, ideas and opinions, and socialising, planning and negotiating

<table>
<thead>
<tr>
<th>Life Skills outcome</th>
<th>A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LXXLS-1C</strong></td>
<td>uses [Language] to interact with others in everyday contexts</td>
</tr>
</tbody>
</table>

**Objective**

- **Accessing and responding**: obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

<table>
<thead>
<tr>
<th>Life Skills outcomes</th>
<th>A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LXXLS-2C</strong></td>
<td>accesses and obtains information from a range of texts</td>
</tr>
<tr>
<td><strong>LXXLS-3C</strong></td>
<td>responds to information and ideas for a range of purposes and/or audiences</td>
</tr>
</tbody>
</table>

**Objective**

- **Composing**: creating spoken, written, bilingual, digital and/or multimodal texts

<table>
<thead>
<tr>
<th>Life Skills outcome</th>
<th>A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LXXLS-4C</strong></td>
<td>composes texts in a range of formats</td>
</tr>
</tbody>
</table>
Understanding strand

Objective

- **Systems of language**: understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place

<table>
<thead>
<tr>
<th>Life Skills outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LXXLS-5U</th>
</tr>
</thead>
<tbody>
<tr>
<td>explores [Language] pronunciation and intonation patterns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LXXLS-6U</th>
</tr>
</thead>
<tbody>
<tr>
<td>engages with letter combinations and/or symbols in [Language]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LXXLS-7U</th>
</tr>
</thead>
<tbody>
<tr>
<td>explores [Language] language patterns and structures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LXXLS-8U</th>
</tr>
</thead>
<tbody>
<tr>
<td>engages with a variety of text structures</td>
</tr>
</tbody>
</table>

Objective

- **The role of language and culture**: understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

<table>
<thead>
<tr>
<th>Life Skills outcome</th>
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</thead>
<tbody>
<tr>
<td>A student:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LXXLS-9U</th>
</tr>
</thead>
<tbody>
<tr>
<td>explores their own and other languages and cultures</td>
</tr>
</tbody>
</table>

Values and attitudes objectives

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.
Years 7–10 Life Skills and related syllabus outcomes

Communicating strand

**Objective**
- **Interacting**: exchanging information, ideas and opinions, and socialising, planning and negotiating

<table>
<thead>
<tr>
<th>Life Skills outcome</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LXXLS-1C</strong></td>
<td><strong>LXX4-1C</strong></td>
</tr>
<tr>
<td>uses [Language] to interact with others in everyday contexts</td>
<td>uses [Language] to interact with others to exchange information, ideas and opinions, and make plans</td>
</tr>
<tr>
<td></td>
<td><strong>LXX5-1C</strong></td>
</tr>
<tr>
<td></td>
<td>manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</td>
</tr>
</tbody>
</table>

**Objective**
- **Accessing and responding**: obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

<table>
<thead>
<tr>
<th>Life Skills outcomes</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LXXLS-2C</strong></td>
<td><strong>LXX4-2C</strong></td>
</tr>
<tr>
<td>accesses and obtains information from a range of texts</td>
<td>identifies main ideas in, and obtains information from texts</td>
</tr>
<tr>
<td></td>
<td><strong>LXX5-2C</strong></td>
</tr>
<tr>
<td></td>
<td>identifies and interprets information from a range of texts</td>
</tr>
<tr>
<td><strong>LXXLS-3C</strong></td>
<td><strong>LXX4-3C</strong></td>
</tr>
<tr>
<td>responds to information and ideas for a range of purposes and/or audiences</td>
<td>organises and responds to information and ideas in texts for different audiences</td>
</tr>
<tr>
<td></td>
<td><strong>LXX5-3C</strong></td>
</tr>
<tr>
<td></td>
<td>evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</td>
</tr>
</tbody>
</table>
### Objective

- **Composing:** creating spoken, written, bilingual, digital and/or multimodal texts

<table>
<thead>
<tr>
<th>Life Skills outcome</th>
<th>Related Stage 4 and 5 outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>LXXLS-4C</strong></td>
<td><strong>LXX4-4C</strong></td>
</tr>
<tr>
<td>composes texts in a range of formats</td>
<td>applies a range of linguistic structures to compose texts in [Language] using a range of formats for different audiences</td>
</tr>
<tr>
<td></td>
<td><strong>LXX5-4C</strong></td>
</tr>
<tr>
<td></td>
<td>experiments with linguistic patterns and structures to compose texts in [Language] using a range of formats for a variety of contexts, purposes and audiences</td>
</tr>
</tbody>
</table>

### Understanding strand

**Objective**

- **Systems of language:** understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place

<table>
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<tr>
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<tbody>
<tr>
<td><strong>LXXLS-5U</strong></td>
<td><strong>LXX4-5U</strong></td>
</tr>
<tr>
<td>explores [Language] pronunciation and intonation patterns</td>
<td>applies [Language] pronunciation and intonation patterns</td>
</tr>
<tr>
<td></td>
<td><strong>LXX5-5U</strong></td>
</tr>
<tr>
<td></td>
<td>demonstrates how [Language] pronunciation and intonation are used to convey meaning</td>
</tr>
<tr>
<td><strong>LXXLS-6U</strong></td>
<td><strong>LXX4-6U</strong></td>
</tr>
<tr>
<td>engages with letter combinations and/or symbols in [Language]</td>
<td>demonstrates understanding of key aspects of [Language] writing conventions (if appropriate)</td>
</tr>
<tr>
<td></td>
<td><strong>LXX5-6U</strong></td>
</tr>
<tr>
<td></td>
<td>demonstrates understanding of how [Language] writing conventions are used to convey meaning</td>
</tr>
</tbody>
</table>
### Life Skills outcomes

A student:

<table>
<thead>
<tr>
<th>LXXLS-7U</th>
<th>Related Stage 4 and 5 outcomes</th>
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</thead>
<tbody>
<tr>
<td>explores [Language] language patterns and structures</td>
<td>LXX4-7U applies features of [Language] grammatical structures and sentence patterns to convey information and ideas</td>
</tr>
<tr>
<td>LXXLS-8U</td>
<td>LXX5-7U analyses the function of complex [Language] grammatical structures to extend meaning</td>
</tr>
<tr>
<td>engages with a variety of text structures</td>
<td>LXX4-8U identifies variations in linguistic and structural features of texts</td>
</tr>
<tr>
<td>LXXLS-9U</td>
<td>LXX5-8U analyses linguistic, structural and cultural features in a range of texts</td>
</tr>
<tr>
<td>explores their own and other languages and cultures</td>
<td></td>
</tr>
</tbody>
</table>

### Objective

- **The role of language and culture**: understanding and reflecting on the role of language and culture in the exchange of meaning; and considering how interaction shapes communication and identity

<table>
<thead>
<tr>
<th>Life Skills outcome</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LXXLS-9U</td>
<td>LXX4-9U identifies that language use reflects cultural ideas, values and beliefs</td>
</tr>
<tr>
<td>LXX5-9U</td>
<td>LXX5-9U explains and reflects on the interrelationship between language, culture and identity</td>
</tr>
</tbody>
</table>
Years 7–10 Life Skills Content

The Years 7–10 Life Skills content is suggested.

Content describes the intended learning for students as they work towards achieving one or more of the Life Skills outcomes. It provides the foundations for students to progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students. Examples provided in the content are suggestions only. Teachers may use the examples provided or use other examples to meet the particular needs of individual students.
Communicating

Interacting

Outcome

A student:

› uses [Language] to interact with others in everyday contexts LXXLS-1C

Related Stage 4/5 outcomes: LXX4-1C, LXXS-1C

Content

Students:

• use language to interact with peers and known adults, for example: 
  – understanding and responding to greetings
• engage in everyday collaborative activities and participate in classroom routines, for example: 
  – following instructions, eg to learn a song or game, to put their pencil down

Content for students with prior learning, experience and/or background

Students:

• initiate and sustain interactions with peers and known adults, for example: 
  – initiating conversations
• engage in everyday collaborative activities that involve planning and negotiating, and participate in classroom routines, for example: 
  – asking for clarification
Communicating

Accessing and responding

Outcomes

A student:

› accesses and obtains information from a range of texts LS-2C
› responds to information and ideas for a range of purposes and/or audiences LS-3C

Related Stage 4/5 outcomes: LS-2C, LS-3C, LS-2C, LS-3C

Content

Students:

• access texts and locate information, for example: 📚
  – identifying known words and phrases, eg in conversation, songs and rhymes 📚
• respond to information in a variety of formats using modelled language, for example: 📚
  – using body language or gestures to respond to information on a familiar topic

Content for students with prior learning, experience and/or background

Students:

• access and select relevant information and ideas from a range of texts, for example: 📚
  – accessing texts and identifying main points and specific details 📚
• respond to information on a range of topics, events or experiences in a variety of formats, for example: 📚
  – gathering information about a special [Language] event, eg a festival, and presenting a short report, using photos, illustrations, captions or diagrams 📚

Languages K–10 Framework  82

Life Skills
Communicating

Composing

Outcome

A student:
› composes texts in a range of formats LXXLS-4C

Related Stage 4/5 outcomes: LXX-4C, LXXS-4C

Content

Students:
• compose texts in a variety of formats, using modelled language, for example: LABEL
  – labelling photos from a school excursion in [Language] for classroom display, eg
  – creating a greeting card to a friend to say ‘hello’ or wish them ‘Happy Birthday’
• create bilingual texts, for example:
  – labelling the school map in [Language]

Content for students with prior learning, experience and/or background

Students:
• compose texts in a variety of formats for different contexts and purposes, for example:
  – creating a menu with some details about each item for a class restaurant
  – producing an advertisement, eg for a class restaurant, promoting what food the restaurant offers
• create bilingual texts for the classroom and the wider community, for example:
  – creating bilingual posters for the classroom
  – producing a word bank containing vocabulary learnt in class
Understanding

Systems of language

Outcomes

A student:

› explores [Language] pronunciation and intonation patterns LXXLS-5U
› engages with letter combinations and/or symbols in [Language] LXXLS-6U
› explores [Language] language patterns and structures LXXLS-7U
› engages with a variety of text structures LXXLS-8U

Related Stage 4/5 outcomes: LXX4-5U, LXX4-6U, LXX4-7U, LXX4-8U, LXX5-5U, LXX5-6U, LXX5-7U, LXX5-8U

Content

Students:

• recognise features of the [Language] sound system, such as pitch, accent, rhythm and intonation, for example: 🎵
  – recognising that tone, pitch and volume varies according to speaker’s mood 🎵
• language-specific content if appropriate, for example: 🎵
  – language-specific examples 🎵
• recognise elements of [Language] grammar and sentence patterns, for example: 🎵
  – using verbs related to daily activities, eg … 🎵
• recognise the dynamic nature of [Language] and other languages, for example: 🎵
  – recognising [Language] words that are commonly used in English, eg … 🎵
• explore how different texts are structured, for example: 🎵
  – recognising an invitation because of how it is formatted 🎵

Content for students with prior learning, experience and/or background

Students:

• recognise and use [Language] pronunciation and intonation patterns, for example: 🎵
  – applying correct pronunciation and intonation when speaking 🎵
• language-specific content, if appropriate, for example: 🎵
  – language-specific examples 🎵
• recognise and use elements of [Language] grammar and sentence structure, for example: 🎵
  – recognising different question words, eg … 🎵
• explore how [Language] has changed, for example: 🎵
  – exploring the influence of technology and globalisation on [Language] 🎵
• explore and recognise textual conventions of familiar multimodal texts, for example: 🎵
  – recognising [Language] texts and discussing how the content is organised, including headings, images, use of scripts and fonts 🎵
Understanding

Role of language and culture

Outcome

A student:
› explores their own and other languages and cultures LXXLS-9U

Related Stage 4/5 outcomes: LXX4-9U, LXX5-9U

Content

Students:
• explore how language changes in formal and informal contexts, for example:
  – noticing that greetings can change when talking to teachers or peers
• explore links between language, culture and behaviours, for example:
  – recognising that there are culturally appropriate language and behaviours for particular contexts
• explore their own and others’ lifestyles, beliefs and cultural practices, for example:
  – exploring the range of languages spoken in Australia, including Aboriginal and Torres Strait Islander languages, and identifying people in the local community or in the media who speak a different language, eg ‘My mum’s friend is from [Country], and she speaks [Language]’
  – exploring examples of both traditional and modern entertainment and recreational activities

Content for students with prior learning, experience and/or background

Students:
• explore how language changes in formal and informal contexts, for example:
  – using polite language when speaking to seniors/teachers/[Language] guests and students, eg ...
• explore the relationship between language, culture and behaviour, for example:
  – exploring difference and diversity of cultural expression in Australia, including Aboriginal and Torres Strait Islander peoples, eg celebrations, food, music, art, craft, beliefs/protocols, dance and traditional clothing
• explore how aspects of identity, including family background, traditions and beliefs, influence us, for example:
  – recognising that identity can be reflected through speech, eg the use of colloquial language
Assessment

Standards

The NSW Education Standards Authority’s (NESA) K–10 Curriculum Framework is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the NESA website that provide examples of levels of achievement within a Stage.

Syllabus outcomes in [Language] contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, Assessment as Learning and Assessment of Learning are three approaches to assessment that play an important role in teaching and learning. The NESA K–10 syllabuses particularly promote Assessment for Learning as an essential component of good teaching.
Further advice on programming and appropriate assessment practice is provided on the NESA website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

Assessment for students with special education needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted key words or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

It is a requirement under the Disability Standards for Education 2005 for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of collaborative curriculum planning.
Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- Languages
- Special education
- Life Skills.

**Reporting**

Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement provide schools with a useful tool to report consistent information about student achievement to students and parents/carers, and to the next teacher to help plan the future steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student’s achievement to a description. Teachers use the Common Grade Scale (A–E) or equivalent to report student levels of achievement from Stage 1 to Stage 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.
### Glossary

<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Aboriginal and Torres Strait Islander Peoples | Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia’s Cape York which were annexed by Queensland in 1879. An Aboriginal and/or Torres Strait Islander person is someone who:  
  - is of Aboriginal and/or Torres Strait Islander descent  
  - identifies as an Aboriginal person and/or Torres Strait Islander person, and  
  - is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live. |
<p>| accent                                   | A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation. |
| activity                                 | A game or other teaching strategy that is used to rehearse learned language. Playing a game of bingo, singing a song or writing and acting out a role-play are examples of activities where language is modelled and practised. ‘Classroom activities’ is a generic term used in the syllabus to describe any planned occurrences within a language classroom and includes exercises, activities and learning tasks. |
| adjective                                | A word that modifies or describes a noun or pronoun, eg astonishing in an astonishing discovery.                                                                                                |
| adverb                                   | A word class that may modify or qualify a verb, an adjective or another adverb, eg beautifully in she sings beautifully; really in he is really interesting; very and slowly in she walks very slowly. |
| adverbial                                | A word or group of words that functions as an adverb, eg at the speed of light.                                                                                                                                                  |
| aesthetic                                | Relates to a sense of beauty or appreciation of artistic expression.                                                                                                                                                    |
| audience                                 | Intended readers, listeners or viewers.                                                                                                                                                                                         |
| authentic (texts/materials)              | Texts or materials produced for ‘real-life’ purposes and contexts as opposed to being created specifically for learning tasks or language practice.                                                                                |
| author                                   | A composer or originator of a work, eg a novel, film, website, speech, essay, autobiography.                                                                                                                                    |
| bilingualism                             | An ability to use two languages.                                                                                                                                                                                                 |</p>
<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>biography</td>
<td>A detailed account of an individual’s life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.</td>
</tr>
<tr>
<td>clause</td>
<td>A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.</td>
</tr>
<tr>
<td>CLIL</td>
<td>Content and Language Integrated Learning. An approach to learning content through an additional language.</td>
</tr>
<tr>
<td>cohesion</td>
<td>That quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (eg study/laze about, ugly/beautiful), repetition (eg work, work, work – that’s all we do!) and collocation (eg friend and pal in, My friend did me a big favour last week. She’s been a real pal.)</td>
</tr>
<tr>
<td>communication</td>
<td>A mutual and reciprocal exchange of meaning.</td>
</tr>
<tr>
<td>composing</td>
<td>A process of producing written, spoken, graphic, visual or multimodal texts. It also includes applying knowledge and control of language forms, features and structures required to complete the task.</td>
</tr>
<tr>
<td>compound sentence</td>
<td>A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as or, and, but. In the following examples, the main clauses are indicated by square brackets: [Alice came home this morning] but [she didn't stay long]. [Kim is an actor], [Pat is a teacher], and [Sam is an architect].</td>
</tr>
<tr>
<td>conjunction</td>
<td>A part of speech that signals relationships between people, things, events, ideas, eg Sophie and her mother might come and visit, or they might stay at home. The conjunction and links the two participants, while or links alternative options.</td>
</tr>
<tr>
<td>context</td>
<td>An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.</td>
</tr>
<tr>
<td>convention</td>
<td>An accepted language or communicative practice that has developed and become established over time, eg the use of punctuation or directionality.</td>
</tr>
<tr>
<td>Country</td>
<td>Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.</td>
</tr>
<tr>
<td>create/compose</td>
<td>Develop and/or produce spoken, written or multimodal texts in print, visual, oral or digital forms.</td>
</tr>
<tr>
<td>Glossary term</td>
<td>Definition</td>
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<tr>
<td>---------------</td>
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</tr>
<tr>
<td>cues</td>
<td>Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.</td>
</tr>
</tbody>
</table>
| culture       | In earlier models of language teaching and learning, culture was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which people:  
|               | • see, think, interpret the world and experience  
|               | • make assumptions about self and others  
<p>|               | • understand and represent individual and community identity. |
|               | Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding. |
| de-centre     | A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour. |
| dialect       | A variant of a language that is characteristic of a region or social group. |
| digital media | Various platforms via which people communicate electronically. |
| digital texts | Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature. |
| directionality| A direction in which writing/script occurs, eg from left to right, right to left. |</p>
<table>
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| **ellipsis**      | Ellipsis is the omission of words where:  
  - words repeat what has gone before and these terms are simply understood, eg ‘The project will be innovative. To be involved (in the project) will be exciting.’  
  - a word like one is substituted for a noun or group, as in ‘There are lots of apples in the bowl. Can I have one?’  
  - a cohesive resource that binds text together and is commonly used in dialogue for speed of response, eg (Do you) ‘Want a drink?’ ‘Thanks’ (I would like a drink)  
  - three dots (also known as points of ellipsis) are used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an on-screen menu  
  - the points of ellipsis take the place of sections of text when quoting from a source.                                                                                                                                                                                                                           |
| **exercise**      | A teaching strategy that is used to practise learned language. Matching exercises, sentence completions, true/false statements, grammatical manipulations are examples of exercises.                                                                                                                                                                                                                                                                  |
| **form-focused learning activities** | Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features, eg drills, rehearsed role-plays/dialogues, games and songs, set sequences of language patterns.                                                                                                                                                                                                                       |
| **formulaic language** | Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, eg *Once upon a time* (story-starter); *G'day, how are you going?* (greeting in Australian English).                                                                                                                                                                                                                     |
| **genre**         | A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.  
  
  The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.                                                                                                                                                                                                 |
<p>| <strong>gist</strong>          | The general meaning or most important piece of information in a text.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <strong>identity</strong>      | A person’s conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Non-background language learners’ experiences with different linguistic and cultural systems introduce them to alternative ways of considering the nature and the possibilities associated with identity. |</p>
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<tr>
<td>idiomatic expressions</td>
<td>A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit, eg I am over the moon; on thin ice; a fish out of water; fed up to the back teeth.</td>
</tr>
<tr>
<td>Indigenous cultural and intellectual property</td>
<td>Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous Peoples as a whole or their territory.</td>
</tr>
<tr>
<td>Indigenous Peoples</td>
<td>This term is used when referring collectively to the first peoples of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander Peoples within Australia.</td>
</tr>
<tr>
<td>input</td>
<td>Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.</td>
</tr>
<tr>
<td>intercultural capability</td>
<td>An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to de-centre, to look objectively at one’s own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to difference and diversity.</td>
</tr>
<tr>
<td>intercultural language teaching and learning</td>
<td>An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners’ own language(s) and cultural frame(s).</td>
</tr>
<tr>
<td>interpret</td>
<td>In the context of second or additional language learning, interpret refers to two distinct processes:</td>
</tr>
<tr>
<td></td>
<td>1. the act of translation from one language to another</td>
</tr>
<tr>
<td></td>
<td>2. the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others.</td>
</tr>
<tr>
<td>Glossary term</td>
<td>Definition</td>
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<tr>
<td>---------------</td>
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</tr>
<tr>
<td>intonation</td>
<td>A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation, eg to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.</td>
</tr>
</tbody>
</table>
| language | A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.  

Language is described and employed:  
- as code – comprising systems, rules, a fixed body of knowledge; for example grammar and vocabulary, sound and writing systems  
- as social practice – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable and changing ways  
- as cultural and intercultural practice – means by which communities construct and express their experience, values, beliefs and aspirations  
- as cognitive process – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured. |
<p>| language features | Features of language that support meaning, eg sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production. |
| language patterns | Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem. |
| language systems | Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension. |</p>
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>learning task</td>
<td>Learning tasks are relevant and significant learning experiences that involve purposeful language use. Unlike form-focused language activities and exercises, the learning task involves the achievement of a devised or actual goal or purpose. Learning tasks provide opportunities to draw on existing language resources and to experiment with new forms. The learning task may be authentic, eg to conduct a [Language]-speaking person around a school or to participate in an experiment; or simulated, eg to compose an email to a [Language]-speaking friend or read a friend’s blog. Learning tasks provide the organising structure and context for meaning-focused language learning.</td>
</tr>
<tr>
<td>macro skills</td>
<td>Four major language skills of listening, reading, speaking and writing.</td>
</tr>
<tr>
<td>manipulate</td>
<td>To change or alter the vocabulary or syntax of a sentence.</td>
</tr>
<tr>
<td>media texts</td>
<td>Spoken, print, graphic or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.</td>
</tr>
<tr>
<td>metalanguage</td>
<td>A vocabulary used to discuss language conventions and use (for example language used to talk about grammatical terms such as <em>sentence, clause, conjunction</em>; or about the social and cultural nature of language, such as <em>face, reciprocating, register</em>).</td>
</tr>
<tr>
<td>mnemonic</td>
<td>An aid such as a pattern, rhyme, acronym, visual image used for memorising information.</td>
</tr>
<tr>
<td>mode</td>
<td>Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.</td>
</tr>
<tr>
<td>monolingual</td>
<td>Using only one language.</td>
</tr>
<tr>
<td>multimodal text</td>
<td>A text which involves two or more communication modes; for example the combining of print, image and spoken text in film or computer presentations.</td>
</tr>
<tr>
<td>narrative</td>
<td>A story of events or experiences, real or imagined.</td>
</tr>
<tr>
<td>noun</td>
<td>A part of speech that includes all words denoting physical objects such as <em>man, woman, boy, girl, car, window</em>. These are concrete nouns. Abstract nouns express intangibles, such as <em>democracy, courage, success, idea</em>.</td>
</tr>
<tr>
<td>off-Country</td>
<td>Taking place away from Aboriginal land or Country of origin.</td>
</tr>
<tr>
<td>on-Country</td>
<td>Taking place on Aboriginal land or Country of origin.</td>
</tr>
<tr>
<td>onomatopoeia</td>
<td>The formation of a word by imitating the sound associated with the object designated.</td>
</tr>
<tr>
<td>Glossary term</td>
<td>Definition</td>
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<tr>
<td>orthography</td>
<td>Writing words correctly, according to common usage.</td>
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<tr>
<td>performance</td>
<td>A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.</td>
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<tr>
<td>phonological awareness</td>
<td>Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.</td>
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<tr>
<td>Place</td>
<td>A space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander peoples occupy and regard as their own. Places are spaces that have varying degrees of spirituality.</td>
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<tr>
<td>plurilingual</td>
<td>An ability to use several languages.</td>
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<tr>
<td>pragmatics</td>
<td>A study of how context affects communication, eg in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.</td>
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<tr>
<td>prefix</td>
<td>A meaningful element (morpheme) added before the main part of a word to change its meaning, eg ‘un’ in unhappy.</td>
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<tr>
<td>preposition</td>
<td>A part of speech that precedes a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:</td>
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<td></td>
<td>- space/direction (below, in, on, to, under – for example she sat on the table)</td>
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<td></td>
<td>- time (after, before, since – for example I will go to the beach after lunch)</td>
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<td></td>
<td>- those that do not relate to space or time (of, besides, except, despite – for example he ate all the beans except the purple ones).</td>
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<tr>
<td></td>
<td>Prepositions usually combine with a noun group or phrase to form a prepositional phrase, eg in the office; besides these two articles.</td>
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<tr>
<td>productive language</td>
<td>One of two aspects of communication through language (see receptive language) involving the ability to express, articulate and produce utterances or texts in the target language.</td>
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<tr>
<td>pronoun</td>
<td>A part of speech that refers to nouns, or substituting for them, within and across sentences, eg Ahmad chose a chocolate cake. He ate it that evening (where he and it are personal pronouns; and that is a demonstrative pronoun).</td>
</tr>
<tr>
<td>pronunciation</td>
<td>A manner in which a syllable is uttered.</td>
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| question | A commonly employed prompt to find out information. A key element of scaffolding to support learners’ use of language and to encourage further contributions. Different types of questions provide different prompts:  
- **closed questions** are questions for which there are predictable answers, eg *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinised interactions. They are frequently used to scaffold early language development.  
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners, eg *How do you feel about that? What do you think might happen next?* They are used as stimulus for discussion, reflection and investigation. |
<p>| receptive language | One of the two components of communication through language (see productive language): the ‘receiving’ aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes. |
| register | A variety of language used for a particular purpose or in a particular situation, the variation being defined by <em>use</em> as well as <em>user</em>, eg informal register or academic register. |
| scaffolding | Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners’ current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting. |
| speak | Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world. |
| stereotype | A widely held but fixed and oversimplified image or idea of a particular type of person or thing. |
| stress | An emphasis in pronunciation that is placed on a particular syllable of a word, eg <em>she will conduct the orchestra; her conduct is exemplary.</em> |</p>
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<td>suffix</td>
<td>A meaningful element added after the root of a word to change its meaning, eg to show its tense: -ed in <em>passed</em>. Common suffixes in English include -ing, -ed, -ness, -less, -able.</td>
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<tr>
<td>sustained interaction</td>
<td>An exchange of information, ideas and/or opinions consisting of a series of questions, responses or comments.</td>
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<tr>
<td>talk</td>
<td>Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.</td>
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<tr>
<td>text structure</td>
<td>Ways in which information is organised in different types of texts (for example chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.</td>
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<tr>
<td>text types (genres)</td>
<td>Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ, eg texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts, eg a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be expressed differently in [Language] or German.</td>
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<tr>
<td>texts</td>
<td>Communications of meaning produced in any media that incorporates [Language]. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts include written, spoken, visual, digital and multimodal communications of meaning (see multimodal texts).</td>
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<tr>
<td>textual features/conventions</td>
<td>Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (see language features).</td>
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<tr>
<td>translation</td>
<td>A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.</td>
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<tr>
<td>verb</td>
<td>A part of speech which expresses existence, action, state or occurrence, eg they <em>watch</em> football; <em>she is</em> exhausted; <em>the day finally came</em>.</td>
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<tr>
<td>auxiliary verb</td>
<td>a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example they <em>will</em> go, I <em>did</em> eat lunch, she <em>might</em> fail the exam.</td>
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<td>word borrowing</td>
<td>A practice of incorporating words from one language into another. For example the use of [Language] words such as <em>karate</em>, <em>karaoke</em> in English and the use of English ICT terms in many languages. The increasing frequency of word borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.</td>
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<tr>
<td>word processing</td>
<td>The use of a computer system to produce documents by inputting, editing, manipulating, storing and printing them.</td>
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