

WHAT HAS CHANGED AND WHY?

Proposed revisions to the Foundation – Year 10 (F–10) Australian Curriculum: Languages

Overview

This document summarises the proposed revisions to the F–10 Australian Curriculum: Languages presented in the consultation version and provides an explanation for the changes.

The proposed revisions make clear the essential language-learning knowledge, understanding and skills students need to be confident and creative individuals, successful lifelong learners and active, informed members of the community. These revisions also ensure our curriculum remains world class.

The current F–10 Australian Curriculum: Languages with individual subjects and frameworks was published between 2014 and 2016. The learning area includes 14 individual Languages curricula and two Languages frameworks. The learning area organisation recognises different learner backgrounds and different entry points into language learning with options, depending upon the language, for three learner pathways (second language, background language and first language) and two sequences of learning (Foundation – Year 10 and Years 7–10). The first four Languages curriculum to be revised are Chinese, French, Italian and Japanese. In each case, the second language pathway has been revised for both sequences, Foundation – Year 10 and Years 7–10.

Since publication, there has been considerable focus on the implementation and expansion of language-learning programs in schools across the nation, with local contexts determining the choice of language(s), and the sequence and scope of teaching and learning programs. The Australian Curriculum Review has drawn upon these experiences of implementation, as well as comparative research on Languages curricula internationally.

The Australian Curriculum: Languages compares well with international languages curricula, although there are significant differences in relation to implementation policy that impact on different approaches to sequencing and organisational structures. The need for flexibility of language content to cater for different entry points into a language program, particularly in the F–10 sequence, has been a key consideration in the Review. In addition, the perceived unrealistic volume and the focus of content for the amount of teaching and learning time available in schools have been addressed.

The subjects within the Australian Curriculum: Languages currently have consistency of rationale, aims and organisational structures. However, there are differences and variations of content in content descriptions and achievement standards when describing the same essential knowledge, skills and understandings. These have been made consistent by using a revised, generic set of content descriptions where it is appropriate to do so. Where variation is necessary due to the individual nature of each language, this has been retained.

Another key change in the Australian Curriculum: Languages has been the identification of content for the Foundation year, separate from the Years 1–2 band. This provides a clear set of

expectations that can be used flexibly by teachers to suit their local contexts. Other important changes are: the reduction in the number of sub-strands to allow greater focus on communicative aspects of language teaching and learning, the reduction in the number and scope of content descriptions to provide clarity and remove detail to the content elaborations, and the increased coherence across the four subjects reviewed. It is expected that the review of these first four languages will provide a framework for the revision of other languages curricula.

The consultation version of the F–10 Australian Curriculum: Languages does not include:

- the glossary, individual Language guides, student work samples and other support resources – these materials will be revised once the consultation process has been completed
- ‘tagging’ to show where general capabilities and cross-curriculum priorities are incorporated in the content descriptions and elaborations – these connections will be made explicit when the updated curriculum is published on the website.

The terms of reference for the Australian Curriculum Review also directed ACARA to improve the digital presentation of the Australian Curriculum in line with agreed revisions and teachers’ user experience. In parallel with the content review process, ACARA is undertaking a redesign to improve the functionality of the current [Australian Curriculum website](#). The aim is for the updated version of the F–10 Australian Curriculum to be available on a new Australian Curriculum website for the start of 2022. The current Australian Curriculum website will also remain live to support jurisdictions and teachers to plan for transition to the updated curriculum.

Proposed revisions to the introductory sections of the F–10 Australian Curriculum: Languages

	Nature of the revision	Rationale for the revision
Rationale	Minor editorial changes to the rationale for the Languages learning area and a separate rationale developed for each of the Languages subjects	The rationale for each of the subjects has been taken from existing text entitled 'Context' – this now structurally aligns with the learning area introductory sections.
Aims	Minor editorial changes	Redundant sentence has been removed.
Organisation of the learning area	<p>This section still describes how the curriculum is structured. It now also includes an overview of the learning area core concepts – those big ideas, understandings, skills or processes, central to the Languages curriculum.</p> <p>The current strand and sub-strand structure of the curriculum has been revised.</p> <p>The current two strands have been retained but renamed:</p> <ul style="list-style-type: none"> <i>communicating</i> has been changed to <i>communicating meaning in [Language]</i> <i>understanding</i> has been changed to <i>understanding language and culture</i>. <p>The current sub-strands of <i>socialising, informing</i> and <i>creating</i> have been refined and repurposed as <i>interacting in [Language], mediating meaning in and between languages</i> and <i>creating text in [Language]</i></p> <p>The sub-strands of <i>translating, reflecting</i> and <i>language variation and change</i> have been removed.</p>	<p>The terms of reference for the Review required ACARA to refine and reduce content by identifying core concepts. In the review process, core concepts helped identify the essential content students should learn to develop deep and increasingly sophisticated understanding and skills.</p> <p>The notion of concepts is not entirely new to Languages. The current curriculum has key ideas for the Languages learning area, and key concepts are identified for each of the content descriptions. The core concepts have been developed from the current key ideas, strands and sub-strands.</p> <p>Curriculum content is still organised under two strands, but they have been renamed to improve clarity. The structure of the sub-strands has been changed to reduce the overlap and duplication within the current structure of sub-strands and allow the focus of language learning to be a more flexible approach to communicative knowledge, skills and understanding of the target language.</p> <p>There are now five sub-strands instead of the current eight. The five revised sub-strands relate to the two revised strands as follows:</p> <p><i>communicating meaning in [Language]</i></p> <ul style="list-style-type: none"> <i>interacting in [Language]</i> <i>mediating meaning in and between languages</i> <i>creating text in [Language]</i>

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	Nature of the revision	Rationale for the revision
		<p><i>understanding language and culture</i></p> <ul style="list-style-type: none"> • <i>understanding systems of language</i> • <i>understanding the interrelationship of language and culture.</i>
Key connections	<p>This is a new section in the introduction. It replaces the learning area-specific information sheets on general capabilities and the learning area-specific advice for the cross-curriculum priorities, currently published separately from the Languages curriculum.</p> <p>This section also outlines key connections to other learning areas.</p>	<p>This new section makes transparent the connections across the three dimensions of the Australian Curriculum. It provides teachers with clear information to the key relationships between Languages subjects and the general capabilities and cross-curriculum priorities, specifically highlighting those that have the most authentic fit and will provide meaningful learning through the learning area content.</p> <p>It also highlights the important opportunities to connect Languages with other learning areas' content, which will be particularly useful for primary teachers.</p>
Key considerations	<p>This section contains some of the information that exists in the band level descriptions and references a new resource, a Language guide.</p>	<p>This section has been retitled to reflect information currently contained in other sections, and which, as per teachers' feedback, was not easy or intuitive to access. It simplifies information on aspects of the curriculum teachers should consider in their planning, such as the flexibility of entry points into the curriculum, the purpose of the Languages guide, and the role of English in language learning.</p>

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Proposed revisions to the curriculum content of the F–10 Australian Curriculum: Languages

	Nature of the revision	Rationale for the revision
Year/band level descriptions	<p>Band level descriptions have been reduced in scope and detail, and some information moved to the 'Key considerations' section.</p> <p>A new year level description has been written for the Foundation year.</p>	<p>The band level descriptions have been improved to ensure they are more succinct and they provide teachers with a clear overview of the learning that students should experience at each band. They have also been improved to ensure there is consistency between Languages subjects.</p> <p>As Foundation has been separated from the F–2 band, a new year level description has been written.</p>
Achievement standards	<p>The achievement standards have been revised to give greater coherence and alignment across Languages.</p>	<p>The revised achievement standards provide greater consistency and coherence across Languages. Just as a set of generic content descriptions provide consistency and coherence across Languages, the refined achievement standards reflect a consistent language of developmental progression of language learning. They reflect both the commonality of developmental progression in language learning, as well as language-specific variation, as required, to reflect the individual nature of each language.</p> <p>This is illustrated in the examples below.</p> <p>Years 1–2 French</p> <p>By the end of Year 2, students use French to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions. They know and use basic French sound patterns, intonation, rhythm and simple formulaic expressions. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text.</p> <p>Students understand that French has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that language is connected with culture and identity, and notice how this is reflected in their own language, culture and identity.</p> <p>Years 1–2 Japanese</p> <p>By the end of Year 2, students use Japanese formulaic expressions and appropriate gestures to interact and share information related to the</p>

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	Nature of the revision	Rationale for the revision
		<p>classroom and themselves. They use cues to respond to questions and instructions. They mimic Japanese pronunciation, intonation and rhythm, and understand that hiragana represents the basic units of Japanese sounds. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They recognise and copy single kanji, hiragana symbols, and some hiragana words, and use modelled language to create text.</p> <p>Students identify the three different scripts in Japanese – hiragana, kanji and katakana. They understand that Japanese has rules for nonverbal communication, pronunciation and writing. They identify patterns in Japanese words and phrases, and give examples of similarities and differences between some features of Japanese and English. They understand that language is connected with culture and notice how this is reflected in their own language, culture and identity.</p>
Achievement standards	Language examples have been removed from the achievement standards.	The language examples, suggestions and lists have been removed to ensure the achievement standards are clear and succinct. Language examples have been moved to a new resource, the Language guide, which will provide developmentally sequenced examples and suggestions of the language grammar, features and structures.
Content descriptions	<p>Many of the content descriptions have been removed, revised, refined and realigned to ensure they specify the essential content that students should learn and to give greater clarity to teachers about what to teach. Examples and lists of themes and topics have been removed from the content descriptions and moved to elaborations, if appropriate.</p> <p>Some content has been removed or de-emphasised to align with the revised five sub-strands.</p>	<p>The revised content descriptions clearly specify the essential knowledge, understanding and skills in each band.</p> <p>They have been improved to:</p> <ul style="list-style-type: none"> • remove ambiguity and ensure the meaning is clear to teachers • remove unnecessary duplication • remove unnecessary detail • ensure consistency and clarity of language • better align the cognitive demand described in the content descriptions to that in the achievement standards.

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	Nature of the revision	Rationale for the revision
	The clarity and consistency of language has been improved in the content descriptions and to improve coherence across Languages.	<i>Examples of the specific content changes are presented in Table 1.</i>
Content elaborations	Content elaborations have been revised or deleted and new elaborations that align with revised content descriptions have been developed.	The revised content elaborations provide teachers with improved suggestions and illustrations of ways to teach the content descriptions. They illustrate the content descriptions with diverse relevant examples, clearly unpacking the content description. They target the general capabilities and cross-curriculum priorities that provide the most appropriate and authentic opportunities to enrich the content of each language curriculum.

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Table1: Details of proposed content revisions to the F–10 Australian Curriculum: Languages

Nature of the content revision	Rationale for the revision
Content removed or reduced	
<p>Years 1–10 and Years 7–10 sequences</p> <p>The number and volume of content descriptions have been reduced to align with the reduction and refinement of sub-strands.</p>	<p>The current sub-strands of <i>translating</i>, <i>reflecting</i> and <i>language variation and change</i> have been removed and the content related to these sub-strands removed, de-emphasised or moved to other sub-strands.</p> <p><i>Translating</i> is a core skill in language learning and aspects of content relating to interpreting and translating have been incorporated into the revised sub-strands, for example:</p> <p>Sub-strand: <i>mediating meaning in and between languages</i> Years 5–6</p> <ul style="list-style-type: none"> Apply strategies to interpret and convey meaning in [Language] language in familiar spoken, written and non-verbal cultural contexts. <p>Years 9–10</p> <ul style="list-style-type: none"> Interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts. <p><i>Reflecting</i> is a pedagogical tool used across the curriculum, which supports intercultural understanding in language learning. Aspects of the current sub-strand content have been incorporated into the revised sub-strands, for example:</p> <p>Sub-strand: <i>creating text in [Language]</i> Years 5–6</p> <ul style="list-style-type: none"> Demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect cultural practices and conventions. <p>Sub-strand: <i>mediating meaning in and between languages</i> Years 7–8 (F–10 sequence)</p> <ul style="list-style-type: none"> Reflect on similarities and differences in cultural interpretations between [Language] and their own language use and behaviour. <p>Aspects of <i>language variation and change</i> that are part of content in other learning areas such as HASS have been removed; for example, globalisation and the geographic location of [Language]-speaking countries. Elements of the sub-strand that require discussion in English, as opposed to the target language, have also been removed in keeping with content that focuses on communication in the target language. For example:</p>

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Nature of the content revision	Rationale for the revision
	<p>Sub-strand: <i>language variation and change</i> French Years 7–8 (Years 7–10 sequence)</p> <ul style="list-style-type: none"> Recognise that French is both a local and a global language. <p>French Years 9–10 (Years 7–10 sequence)</p> <ul style="list-style-type: none"> Examine the nature of language change in response to changing cultural conditions. Understand the symbolic nature of language in local and global contexts. <p>Aspects of the current sub-strand content relating to <i>language variation and change</i> according to context have been retained. For example:</p> <p>Sub-strand: <i>mediating meaning in and between languages</i> Years 7–8 (Years 7–10 sequence)</p> <ul style="list-style-type: none"> Locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience. <p>Sub-strand: <i>creating text in [Language]</i> Years 9–10 (Years 7–10 sequence)</p> <ul style="list-style-type: none"> Create texts for familiar and unfamiliar contexts and purposes, selecting text structures and language features to engage different audiences. <p>Sub-strand: <i>understanding systems of language</i> Years 9–10 (Years 7–10 sequence)</p> <ul style="list-style-type: none"> Apply features of the [Language] sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in different spoken and written contexts.
<p>Content descriptions that require consideration and analysis in English have been removed</p>	<p>The revised content descriptions prioritise content that focuses on the development of communicative competence in the target language and deemphasise content that requires English as a medium of communication of content. For example, the following content descriptions have been removed in Italian, along with similar content descriptions in the other three languages:</p> <p>Years 1–2</p> <ul style="list-style-type: none"> Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures. <p>Years 3–4</p> <ul style="list-style-type: none"> Translate texts to compare meanings and share understandings about aspects of the Italian language and culture that are different from English. Express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity.

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Nature of the content revision	Rationale for the revision
	<p>Years 5–6</p> <ul style="list-style-type: none"> • Compare everyday social experiences and related language use, and consider own responses and reactions and those of others. • Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Italian, and consider how these aspects contribute to identity formation. • Recognise the dynamic nature of language and culture. • Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of the Australian society. <p>Years 7–8</p> <ul style="list-style-type: none"> • Translate texts, discussing different versions and why these might occur. • Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses. • Understand the value of communicating within and across languages, and discuss the interrelationship between Italian, English and other languages. <p>Years 9–10</p> <ul style="list-style-type: none"> • Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding. • Recognise how the Italian language and culture have evolved and how they continue to change over time due to influences such as changing contexts and intercultural contacts. • Understand that language use has the power to influence social relationships, beliefs and values. • Analyse how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning.
<p>Content detail has been removed and moved to content elaborations</p>	<p>Content descriptions are clearer and more succinct. Key concepts and key processes have been removed, and suggested activities and topics have been reduced to declutter the content descriptions, with many of them moved to elaborations. For example, in French:</p> <p>Years 1–2 Current content description</p> <ul style="list-style-type: none"> • Interact with each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family [key concepts: self, family, home, friendship; key processes: interacting, greeting, thanking, describing].

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Nature of the content revision	Rationale for the revision
	<p>Revised content description</p> <ul style="list-style-type: none"> Recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions. <p>Revised content elaborations</p> <ul style="list-style-type: none"> Introducing themselves and responding to greetings, for example, <i>Comment t'appelles-tu? Je m'appelle... et toi? Ça va bien? Ça va très bien, merci et toi?</i> Using simple descriptive or expressive statements to describe themselves and to express likes, preferences or feelings, for example, <i>Moi, j'ai cinq ans; je suis australien; j'aime le sport; Je préfère la danse; je suis très content.</i> <p>Years 5–6</p> <p>Current content descriptions</p> <ul style="list-style-type: none"> Share responses to characters, events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings [key concepts: character, plot, imagination, feelings; key processes: interpreting, expressing, comparing]. Present, reinterpret or create alternative versions of songs or stories, adapting events or characters to different modes or contexts [key concepts: adaptation, genre, plot, character; key processes: imagining, creating, interpreting]. <p>Revised content description</p> <ul style="list-style-type: none"> Create and present a range of spoken and written texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type. <p>Revised content elaborations</p> <ul style="list-style-type: none"> Introducing, adapting and illustrating new elements or alternative versions of familiar stories and songs, such as an additional ailment for Nicolas in <i>Le Petit Nicolas</i>. Composing an alternative ending to a traditional tale such as <i>Les Trois Petits Cochons</i>. <p>Years 9–10</p> <p>Current content description</p> <ul style="list-style-type: none"> Research and evaluate information from different perspectives on local and global issues, identifying how culture and context affect how information is presented [key concepts: standpoint, representation, cultural literacy; key processes: researching, comparing, analysing].

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	<p>Revised content description</p> <ul style="list-style-type: none"> Interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience. <p>Revised content elaborations</p> <ul style="list-style-type: none"> using a range of sources to access and collate information on youth related issues, such as <i>la musique, la télévision, les sports, l'environnement</i>, and classifying findings.
<p>Content duplication has been removed</p>	<p>The current structural organisation of sub-strands leads to the duplication of content across the sub-strands. The revised nature and number of sub-strands reduces duplication and overlap of content.</p> <p>For example, in the current Japanese F–2 curriculum, there are overlap and duplication of content across three sub-strands:</p> <p>Sub-strand: <i>socialising</i></p> <ul style="list-style-type: none"> Exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures <p>Sub-strand: <i>informing</i></p> <ul style="list-style-type: none"> Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials <p>Sub-strand: <i>reflecting</i></p> <ul style="list-style-type: none"> Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups. <p>The revised structure contains the same content in one content description, with exemplification in elaborations:</p> <p>Sub-strand: <i>interacting</i></p> <p>Revised content description</p> <ul style="list-style-type: none"> recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions. <p>Revised content elaborations</p> <ul style="list-style-type: none"> greeting others using simple language, phrases and appropriate gestures, for example, bowing, sitting Japanese style, taking shoes off: せんせい、おはようございます、おはよう、さようなら、こんにちは、もしもし、またあした、じゃまた、バイバイ、おげんきですか。はい、げんきです sharing personal information by filling in gaps in a sentence or speech bubbles, completing a class survey, drawing and labelling pictures of family members, pets, likes, dislikes, etc.

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Content realigned	
<p>Revised sub-strands clarify and broaden meaning of structural elements and reduce overlap and duplication of content.</p> <p>Content descriptions have been realigned to revised sub-strands.</p>	<p>The revised sub-strands provide for greater flexibility of content and clarify meanings as they relate to other learning areas, particularly English.</p> <p>The current sub-strand of <i>socialising</i> has been incorporated into the revised sub-strand of <i>interacting</i> to allow a focus on all forms of interaction, including socialising and aspects of the current informing. For example:</p> <p>Sub-strand: <i>interacting in [Language]</i> Years 1–2</p> <ul style="list-style-type: none"> Recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions. <p>Years 9–10</p> <ul style="list-style-type: none"> Initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others. <p>The current sub-strand of <i>creating</i> is defined as relating to imaginative experiences only. The redefined sub-strand of <i>creating text in [Language]</i> incorporates creating a range of texts, including imaginative texts, and is consistent with the definition of creating texts in other learning areas, particularly English. For example:</p> <p>Sub-strand: <i>creating text in [Language]</i> Years 3–4</p> <ul style="list-style-type: none"> Create and present informative and imaginative spoken and written texts, using formulaic expressions, simple phrases and sentences and modelled textual conventions. <p>Years 9–10</p> <ul style="list-style-type: none"> Create a range of texts for diverse contexts and purposes, selecting text structures and language features to engage different audiences.
Content added	
<p>Foundation</p> <p>Content descriptions and an achievement standard have been specified for the Foundation year, separated from the F–2 band of years.</p>	<p>The separate Foundation year provides a clear set of expectations that can be used flexibly by teachers to suit their local contexts.</p>

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