BOARD OF STUDIES
TEACHING &
EDUCATIONAL
STANDARDS NSW

BOSTES

NSW Languages K–10
Draft Framework

Consultation Period

March – April 2016

1.   Introduction

On 18 September, 2015 the Education Council endorsed the Foundation – Year 10 Australian Curriculum: Languages for Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish and Vietnamese. The endorsed content descriptions for these 11 languages form the basis for BOSTES development of the NSW *Languages K–10 Framework*. Subsequent language-specific syllabus development will be based on the Framework.

NSW framework and syllabus development project

This project recognises the substantial review and development work that ACARA, together with all states and territories, has undertaken. Broad consultation with teachers and other interest groups will precede the finalisation of the language-specific syllabuses.

Timeline for the development of the NSW *Languages K–10 Framework*

Steps in the Framework development process	Date
BOSTES NSW consultation on the *Draft Australian Curriculum: Languages: for Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish and Vietnamese*	March 2013 – July 2013
Foundation – Year 10 Languages Curriculum in 11 languages endorsed by the Education Council for use	September 2015
NSW Languages K–10 Draft Framework drafted	Term 4 2015 to Term 1 2016
Consultation on NSW Languages K–10 Draft Framework	29 February to 10 April 2016
Revisions to NSW Languages K–10 Draft Framework following consultation	Term 2 2016
NSW Languages K–10 Framework published	2016

Assisting respondents

The following icons are used to assist respondents:

(i)	for your information	This icon indicates general information that assists in reading or understanding the information contained in the document. Text introduced by this icon will not appear in the final Framework.
	consult	This icon indicates material on which responses and views are sought through consultation.

Consultation

The *Languages NSW K–10 Draft Framework* is accompanied by an online consultation survey on the Board of Studies, Teaching and Educational Standards NSW (BOSTES) website. The purpose of the survey is to obtain feedback from individuals and systems/organisations on the Framework. Feedback will be considered in the finalisation of the Framework.

The consultation period is from 29 February to 10 April 2016.

Written responses may be forwarded to:

Inspector, Languages
BOSTES
GPO Box 5300
Sydney NSW 2001

Or emailed to: howard.jacobs@bostes.nsw.edu.au

2.   Introduction to the draft NSW Framework

The K–10 Curriculum

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) syllabuses have been developed with respect to some overarching views about education. These include the BOSTES *K–10 Curriculum Framework* and *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)*.

The *K–10 Curriculum 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 sets 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 individual Languages syllabuses will contribute to the curriculum and to students' achievement of the broad learning outcomes will be outlined in the rationales of individual Languages syllabuses.

Diversity of Learners

The *Languages K–10 Draft NSW Framework* is inclusive of the learning needs of all students. Syllabuses based on the Framework will be designed to accommodate teaching approaches that support student diversity under the sections 'Students with special education needs', 'Gifted and talented students' and 'Students with prior language learning'.

For example:

Students with prior language learning

Students can commence language study at any point along the K–8 continuum and with a range of prior language experiences which include either the language of the syllabus or a different language. They may have engaged with a language or languages in either formal or less formal contexts. They may have been exposed to a language through family members or student exchange. Students may have started school as mono-, bi- or trilinguals. Syllabuses based on the Framework aim to provide sufficient flexibility through the task-based approach and the additional content/tasks for students with prior learning to cater for the learning needs of all students.

Languages Key

The following codes and icons are used in the *Languages K–10 Draft NSW Framework.*

Outcome coding

The generic outcomes included in the Framework have been coded in a consistent way. The code identifies the Language, stage, outcome number and objective or strand. For the individual Language syllabuses to be developed subsequently, the generic LA code will be replaced by a Language-specific code.

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

Stage	Code
Early Stage 1	e
Stage 1	1
Stage 2	2
Stage 3	3
Stage 4	4
Stage 5	5

In the draft Languages Framework, the outcome codes indicate the subject, stage and outcome number and objective or strand. For example:

LXX5-2C

Languages   Specific Language   Stage   Outcome number   Objective
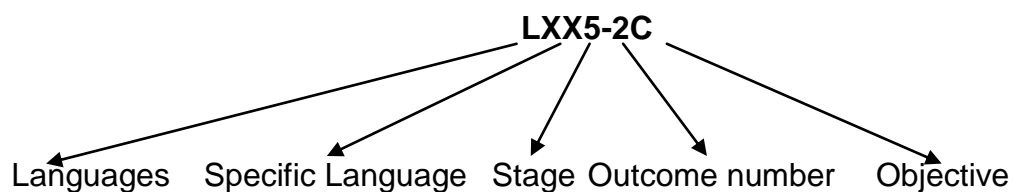
Outcome code	Interpretation
eg, LIt2-1C	*Languages, Italian, Stage 2 - Outcome number 1 (Communicating)*
eg, LIn5-4U	*Languages, Indonesian, Stage 5 - Outcome number 4 (Understanding)*

Coding of Australian curriculum content

The Framework includes Australian curriculum content descriptions for Languages in a generic form. The content descriptions are identified by an Australian curriculum code which appears in brackets at the end of each generic content description that relates to a specific Language curriculum, for example:

Develop language to interact with peers and adults (ACLGEC103)

ACLGEC103

Australian Curriculum   Language   Strand   Element Code
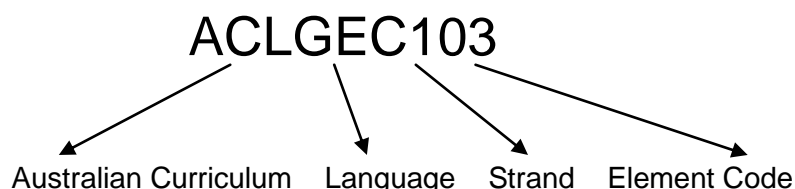
Australian Curriculum Languages codes are:

Code	Interpretation
ACLGEC	Australian Curriculum, Languages, German, Communicating
ACLFRU	Australian Curriculum, Languages, French, Understanding

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 Languages K-10 Framework.

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 ✳

3. Structure of the NSW draft Framework

The NSW draft Framework has the following sections:

- Introduction
- Rationale
- Aim
- Objectives
- Outcomes
- Content
- Years 7–10 Life Skills outcomes and content
- Assessment
- Glossary

Each section of the NSW draft Framework includes:

- an explanation of the section's purpose
- the material on which responses and views are sought through the consultation.

Introduction to the Framework

NSW feedback to Australian Curriculum, Assessment and Reporting Authority (ACARA) developed languages curriculum strongly supported a framework-based approach to language syllabus development. A framework-based approach acknowledges similarities among languages while providing flexibility for the development of language-specific curriculum. The NSW draft Framework makes provision for language-specific content and tasks within a matrix of language-generic objectives and outcomes. Once approved, the Framework will guide subsequent language-specific syllabus development.

✍🏻 consult

Rationale

ⓘ for your information

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum, including:

- why the subject exists
- the theoretical underpinnings
- what makes the subject distinctive
- why students would study the subject
- how it prepares students for post-school pathways.

Language-specific rationales will be written at the time of individual language syllabus development.

Aim

ⓘ for your information

In NSW syllabuses, the aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.

The aim, objectives, outcomes and content of a syllabus are clearly linked.

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The aim of the [Language] syllabus is to enable students to communicate with others in [Language], and to reflect on and understand the nature and role of language in their own lives and the lives of others.

Objectives

ⓘ for your information

Objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from a syllabus. They define, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

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Knowledge, Understanding and Skills

Communicating

Students communicate in [Language] through speaking, listening, reading, viewing and writing by:
- interacting
- accessing information
- presenting
- composing
- translating

Understanding

Students explore in [Language] or English the interrelationships between languages and cultures through an understanding of:
- language systems
- language variation and change
- the role of language and culture

Values and Attitudes

Students reflect on:

- the relationship between language, culture and identity
- the nature of languages and how they are learned

Course structure and options

ⓘ   for your information

The following provides an overview of two proposed course structure options. The options are further explained in the next section where two sets of outcomes relating to both options are listed.

Option 1 describes a K–10 continuum embracing multiple entry points and differentiated content for students with prior learning that relates to each outcome. The outcomes for Stage 4 and 5 have been written to accommodate the range of students.

Option 2 describes two pathways: Pathway A and Pathway B.

Pathway A describes the learning of students who undertake a program of continuous Language learning K–10. Pathway B describes the learning of students who commence their study of language in Year 7.

Outcomes

ⓘ   for your information

Outcomes provide detail about what students are expected to achieve at the end of each stage in relation to the objectives. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning. They are derived from the objectives of the Framework.

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Option 1: Table of objectives and outcomes – continuum of learning K–10

Objective: Communicating (C)						
Students communicate through speaking, listening, reading, viewing and writing						
	Early Stage 1 outcomes **A student:**	**Stage 1 outcomes** A student:	**Stage 2 outcomes** A student:	**Stage 3 outcomes** A student:	**Stage 4 outcomes** A student:	**Stage 5 outcomes** A student:
Interacting	LXXe-1C responds to simple greetings and instructions	LXX1-1C participates in structured play and classroom activities	LXX2-1C participates in structured play, games and classroom activities LXX2-2C shares information about their personal world	LXX3-1C collaborates with peers LXX3-2C shares information on researched topics	LXX4-1C interacts with others LXX4-2C responds to aspects of texts	LXX5-1C interacts and collaborates with others LXX5-2C responds to aspects of informative and imaginative texts
Accessing information	LXXe-2C recognises texts written in Language	LXX1-2C identifies key words and information in simple texts	LXX2-3C locates information in spoken and/or written texts	LXX3-3C uses contextual and other clues to understand spoken and/or written texts	LXX4-3C identifies specific information in texts	LXX5-3C identifies main ideas or gist and specific information from spoken, written, visual and multimodal texts
Presenting	LXXe-3C performs songs	LXX1-3C presents information to others using modelled language	LXX2-4C reports on familiar and/or researched topics	LXX3-4C presents information in a range of ways	LXX4-4C presents information in spoken, written and digital formats	LXX5-4C presents information, opinions and ideas from texts in a variety of formats
Composing	LXXe-4C copies text written in another language	LXX1-4C labels visual texts and/or composes simple, short texts	LXX2-5C composes simple, longer texts	LXX3-5C composes texts involving structuring of ideas/paragraphing	LXX4-5C composes a range of texts in different formats	LXX5-5C composes informative and imaginative texts in a variety of formats
Translating		LXX1-5C translates familiar words and phrases	LXX2-6C translates short, simple texts	LXX3-6C translates longer, more complex texts	LXX4-6C composes bilingual texts for the classroom and wider community	LXX5-6C explores issues that relate to the translation of texts

Objective: Understanding (U)

Students explore in [Language] or English the interrelationships between languages and cultures

	Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
Systems of language	LXXe-1U reproduces new sounds	LXX1-1U understands elements of pronunciation and grammar	LXX2-1U understands and applies common forms of punctuation, basic spelling rules and linguistic structures LXX2-2U Recognises that languages can be structured in different ways	LXX3-1U understands and applies forms of punctuation, basic spelling rules and linguistic structures LXX3-2U checks word meanings in a Language dictionary	LXX4-1U demonstrates consistent control of orthography and pronunciation, including irregular forms LXX4-2U understands elements of [Language] grammar such as [Language-specific examples] LXX4-3U applies the knowledge and understanding of a Language dictionary	LXX5-1U uses appropriate pronunciation, stress and intonation in increasingly complex sentences and texts LXX5-2U applies complex grammatical rules such as [Language-specific list] to compose written texts LXX5-3U analyses the effects of linguistic, structural and cultural features in texts
Language variation and change		LXX1-2U recognises that languages change	LXX2-3U understands that languages change due to contact with other languages and the impact of new technology	LXX3-3U understands how and why languages change	LXX4-4U understands how language use varies according to context, purpose, audience and mode of delivery LXX4-5U understands the dynamic nature of languages	LXX5-4U understands why language is used differently in different contexts LXX5-5U understands the dynamic nature of languages
Role of language and culture	LXXe-2U understands that other languages are spoken in the world	LXX1-3U understands that other languages are spoken in their immediate context LXX1-4U recognises differences and similarities in cultural practices between Language speakers and Australian English speakers	LXX2-4U understands that a range of languages is spoken in the wider Australian context LXX2-5U makes connections between cultural practices and language use, such as culture-specific terms or expressions in [Language] and English	LXX3-4U understands that language use is shaped by the values and beliefs of a community	LXX4-6U reflects on different aspects of the cultural dimension of language learning and use locally and internationally	LXX5-6U analyses how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning

Option 2: Table of objectives and outcomes – continuum of learning K–6

Objective: Communicating (C)				
Students communicate through speaking, listening, reading, viewing and writing				
	Early Stage 1 outcomes A student:	**Stage 1 outcomes** A student:	**Stage 2 outcomes** A student:	**Stage 3 outcomes** A student:
Interacting	LXXe-1C responds to simple greetings and instructions	LXX1-1C participates in structured play and classroom activities	LXX2-1C participates in structured play, games and classroom activities LXX2-2C shares information about personal world	LXX3-1C collaborates with peers LXX3-2C shares information on researched topics
Accessing information	LXXe-2C recognises texts written in Language	LXX1-2C identifies key words and information in simple texts	LXX2-3C locates information in spoken and/or written texts	LXX3-3C uses contextual and other clues to understand spoken and/or written texts
Presenting	LXXe-3C performs songs	LXX1-3C presents information to others using modelled language	LXX2-4C reports on familiar and/or researched topics	LXX3-4C presents information in a range of ways
Composing	LXXe-4C copies text written in another language	LXX1-4C labels visual texts and/or composes simple, short texts	LXX2-5C composes simple, longer texts	LXX3-5C composes texts involving structuring of ideas/paragraphing
Translating		LXX1-5C translates familiar words and phrases	LXX2-6C translates short, simple texts	LXX3-6C translates longer, more complex texts

Objective: Understanding (U)				
Students explore in [Language] or English the interrelationships between languages and cultures				
	Early Stage 1 outcomes A student:	**Stage 1 outcomes** A student:	**Stage 2 outcomes** A student:	**Stage 3 outcomes** A student:
Systems of language	LXXe-1U reproduces new sounds	LXX1-1U understands elements of pronunciation and grammar	LXX2-1U understands and applies common forms of punctuation, basic spelling rules and grammatical structures LXX2-2U Recognises that languages can be structured in different ways	LXX3-1U understands and applies forms of punctuation, basic spelling rules and grammatical structures LXX3-2U checks word meanings in a Language dictionary
Language variation and change		LXX1-2U is exposed to the concept that languages change	LXX2-3U understands that languages change due to contact with other languages and the impact of new technology	LXX3-3U understands how and why languages change

Role of language and culture	LXXe-2U understands that other languages are spoken in the world	LXX1-3U understands that other languages are spoken in their immediate context LXX1-4U recognises differences and similarities in cultural practices between Language speakers and Australian English speakers	LXX2-4U understands that a range of languages is spoken in the wider Australian context LXX2-5U makes connections between cultural practices and language use, such as culture-specific terms or expressions in [Language] and English	LXX3-4U understands that language use is shaped by the values and beliefs of a community

Option 2: Table of Stages 4 and 5 outcomes for Pathway A and Pathway B

Pathway A is designed for students who have commenced the study of the language in Kindergarten. Pathway B is designed for students who commence study of the language in Year 7.

Communicating: Stage 4

	Pathway A	**Pathway B**
	Stage 4 outcomes (K─10) A student	**Stage 4 outcomes (7─10)** A student
Interacting	LXX4-1CA interacts and collaborates with others LXX4-2CA responds to aspects of informative and imaginative texts	LXX4-1CB interacts with others LXX4-2CB responds to aspects of texts
Accessing information	LXX4-3CA identifies main ideas or gist and specific information from spoken, written, visual and multimodal texts	LXX4-3CB identifies specific information in texts
Presenting	LXX4-4CA presents information, opinions and ideas from texts in a variety of formats	LXX4-4CB presents information in spoken, written and digital forms
Composing	LXX4-5CA composes informative and imaginative texts in a variety of formats	LXX4-5CB composes a range of texts in different formats
Translating	LXX5-6CA explores issues that relate to the translation of texts	LXX5-6CB composes bilingual texts for the classroom and wider community

Communicating: Stage 5

	Pathway A	Pathway B
	Stage 5 outcomes (K–10) A student	**Stage 5 outcomes (7–10)** A student
Interacting	LXX5-1CA solves problems, and collaborates and negotiates with others LXX5-2CA engages with imaginative texts	LXX5-1CB interacts and collaborates with others LXX5-2CB responds to aspects of imaginative texts
Accessing information	LXX5-3CA identifies information and ideas, and infers meaning in spoken, written, visual and multimodal texts	LXX5-3CB identifies main ideas or gist and specific information in spoken, written, visual and multimodal texts
Presenting	LXX5-4CA presents information, opinions and ideas from one or more texts for a specific purpose and/or audience	LXX5-4CB presents information, opinions and ideas from texts in a variety of formats
Composing	LXX5-5CA applies an understanding of structure, audience and context in composing texts	LXX5-5CB composes informative and imaginative texts in a variety of formats
Translating	LXX5-6CA considers translation issues when composing bilingual texts	LXX5-6CB explores issues that relate to the translation of texts

Understanding: Stage 4 and Stage 5

The Stage 4 and Stage 5 Understanding outcomes are the same for both Pathway A and Pathway B.

Understanding: Stage 4

	Pathway A and Pathway B
	Stage 4 outcomes A student
Systems of language	LXX4-1U demonstrates consistent control of orthography and pronunciation, including irregular forms LXX4-2U understands elements of [Language] grammar such as [Language-specific example/s] LXX4-3U applies the knowledge and understanding of a Language dictionary
Language variation and change	LXX4-4U understands how language use varies according to context, purpose, audience and mode of delivery LXX4-5U understands the dynamic nature of languages
Role of language and culture	LXX4-6U reflects on different aspects of the cultural dimension of language learning and use locally and internationally

Understanding: Stage 5

	Pathway A and Pathway B
	Stage 5 outcomes A student
Systems of language	LXX5-1U uses appropriate pronunciation, stress and intonation in increasingly complex sentences and texts LXX5-2U applies complex grammatical rules such as [Language-specific list] to compose written texts LXX5-3U analyses the effects of linguistic. structural and cultural features in texts
Language variation and change	LXX5-4U understands why language is used differently in different contexts LXX5-5U understands the dynamic nature of languages LXX5-6U demonstrates an understanding of the nature and extent of Language use in both Australian and global contexts
Role of language and culture	LXX5-7U analyses how linguistic choices construct and reflect ideas, practices and values, and considers how these influence the exchange of meaning

4. Content

ⓘ   for your information

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 will provide a sound basis for students to successfully move to the next Stage of learning.

The syllabus and its content are task-based. Tasks act as organisers that structure the learning, and provide opportunities for students to demonstrate achievement of the intended outcomes of the syllabus and for teachers to monitor progress.

Exercise, activity and task

Content including knowledge and understanding of linguistic structures and vocabulary should be taught in an integrated way by providing meaningful learning experiences for students through relevant and appropriate exercises, activities and tasks.

An **exercise** is a teaching strategy that is used to drill or reinforce learned language. Matching exercises, sentence completions, true/false statements are examples of exercises.

An **activity** is a game or other teaching strategy that can be used to drill or reinforce learned language. Playing a game of bingo, singing a song or writing and acting out a role-play are examples of activities. In both exercises and activities language is modelled and then practised. In the plural, the term can also be used in a generic sense to describe any planned occurrences within a language classroom and can include tasks.

A **task** involves the purposeful use of language. Tasks must have a purpose and may include a process, product and/or audience. The task may be authentic, ie conduct a Language-speaking person around a school, or simulated, ie write a letter of introduction to an imaginary penfriend. The task could be to learn, using the target language as the language of instruction and execution, a new sport or song, learn to paint a picture or undertake an experiment. A task should provide the student with opportunities to go beyond modelled or practised language.

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Organisation of content

The NSW K–10 Languages syllabuses will be organised in Stages in the following way. The syllabuses will include both generic and Language-specific content.

The following provides an overview of Stage 1 Content (Communicating).

Stage 1 – Stage 1 Language

Communicating

Code	Outcome A student	Content (examples only) A student	Tasks (examples only) Students	Language-specific structures
LXX1-1C	• participates in structured play and classroom activities	• follows simple classroom instructions • understands the language of group interaction	• follow instructions to learn a song or game, make something, ie a doll or puppet • play a game • participate in shared reading activities	
LXX1-2C	• identifies key words and information in simple texts	• orders/matches items of information • highlights known vocabulary in a text as part of a process of understanding its content • infers the meaning of unfamiliar words using contextual and other clues	• understand a simple text that includes both familiar and unfamiliar language • follow a familiar story	
LXX1-3C	• presents information using modelled	• adapts modelled language for a new context	• describe a picture • describe themselves to	

Code	Outcome A student	Content (examples only) A student	Tasks (examples only) Students	Language-specific structures
	language structures		others • introduce themselves to others	
LXX1-4C	• labels visual texts and/or composes simple, short texts	• transcribes familiar words and phrases • learns about the relationship between spoken and written communication	• draw and label pictures • label diagrams/maps related to other KLAs, ie plant structure, map of the world • compose a photo album	
LXX1-5C	• translates familiar words and phrases	• understands that there may not be a one-to-one correspondence between words in languages • recognises that particular Australian-English terms have no equivalent in other languages	• compose bi-lingual signs for the classroom and school	

Understanding

Code	Outcome A student	Content (Language specific) A student	Language-specific content
LXX1-1U	• understands elements of pronunciation and grammar	• reproduces the sounds and rhythms of spoken [Language] including distinctive sounds • understands elements of grammar such as ( ) • understands that there are sounds in other languages that do not occur in spoken English	
LXX1-2U	• recognises that languages change	• understands that in Language/s different words and language forms are used to address and greet people according to relationship, context and time of day • understands that languages change over time	
LXX1-3U	• understands that different languages are spoken in their immediate context	• identifies the languages spoken by students in the classroom and school • classifies students as bi and tri-lingual • composes and conducts surveys to determine language proficiency	
LXX1-4U	• recognises differences and similarities in cultural practices between Language speakers and Australian English speakers	• is aware of the fact that 'culture' includes concrete elements such as emblems/flags/national dishes • notices/has their attention drawn to examples of 'cultural elements' in texts	

Content for Stage 1 (Samples)

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Stage 1

Sample 1 (Communicating)
Outcome
A student

- participates in structured play and classroom activities (**relevant Language-specific AC Content Description code, where appropriate)**

Content
Develop language to interact with peers and known adults **(relevant Language-specific AC Content Description code, where appropriate)**

Students:

- understand simple classroom instructions 👥
- understand the language of group interaction 👥

Tasks

Students, for example:
- follow instructions to learn a song or game, or to make a doll or puppet
- play a game
- participate in shared reading activities

Additional content/tasks for students with prior learning
Students:

-

Linguistic elements

-

Sample 2 (Understanding)

Outcome

A student

• understands elements of pronunciation and grammar (relevant Language-specific AC Content Description code, where appropriate)

Content

Acquire an understanding of pronunciation and grammar rules **(relevant Language-specific AC Content Description code, where appropriate)**

Students:

• reproduce the sounds and rhythms of spoken [Language] including distinctive sounds ⊕ ☞
• understand elements of grammar such as (   ) ⊕ ☞
• understand that there are sounds in other languages that do not occur in spoken English ⊕

Language Examples

Additional content for students with prior learning

Students:

• read picture book stories to their classmates

Reflection

• Students reflect on the spoken forms of the language/s they speak and/or are learning

Content for Stage 4 (samples)

✍ consult

Stage 4 Option 1

Sample 3 (Communicating)

Outcome

A student

- interacts with others (relevant Language-specific AC Content Description code, where appropriate)

Content

Develop language to interact with peers and known adults (**relevant Language-specific AC Content Description code, where appropriate**)

Students:

- understand and respond to classroom instructions 👬
- understand the language of group interaction 👬
- formulate and respond to questions

Tasks

Students, for example:
- follow instructions to learn a song or game, make something 👬
- participate in games 👬
- conduct surveys 👬

Additional content/tasks for students with prior learning

Students:

- seek and justify an opinion
- seek clarification
- engage in collaborative tasks
- use [Language] to solve problems
- follow instructions to conduct an experiment

Sample 4 (Understanding)

Outcome

A student

• understands the effects of structural and linguistic features in texts (**relevant Language-specific AC Content Description code, where appropriate**)

Content

Understands how different texts are structured (**relevant Language-specific AC Content Description code, where appropriate)**

Understands the impact of linguistic choices (**relevant Language-specific AC Content Description code, where appropriate**)

Students:

- understand the importance of structural features such as headings, paragraphing, captioning, inclusion of visual texts ☞
- describe the impact of alternative linguistic choices ⊕

Language Examples

Additional content for students with prior learning

Students:

- identify and experiment with different linguistic choices
- redraft texts that make use of different structural and linguistic variations
- redraft texts for different purposes and media

Reflection

- Students reflect on the effects achieved by varying structural and linguistic devices

Years 7–10 Life Skills outcomes and content

ⓘ for your information

The Years 7–10 Life Skills outcomes and content are developed from the Stage 4 and Stage 5 objectives of the *Languages K–10 Framework*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, teachers should first implement a range of adjustments to the teaching, learning and assessment activities of the Languages Years 7–10 curriculum. If the adjustments do not provide a student sufficient access to some or all 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. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- 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 needs and *Life Skills Years 7–10: Advice on Planning, Programming and Assessment* available on the BOSTES website.

Years 7–10 Life Skills Outcomes

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Table of objectives and outcomes

Objectives Students: • develop communication skills in (Language) • develop knowledge and understanding of another culture and its language
Life Skills outcomes A student: **LXXLS-1** Interacts with others **LXXLS-2** uses [Language] to communicate ideas and information **LXXLS-3** identifies information in spoken and/or written texts **LXXLS-4** understands that different languages are constructed and written in different ways **LXXLS-5** understands that there are sounds, letter combinations and/or symbols in other languages that do not occur in English **LXXLS-6** understands that languages change **LXXLS-7** understands the similarities and differences between their own and other cultures

Content for Life Skills (Sample)

✍ consult

Stage 1

Sample 1 (Communicating)

Outcome

A student

interacts with others in [Language] adults **(relevant Language-specific AC Content Description code)**

Content

Develop language to interact with peers and known adults **(relevant Language-specific AC Content Description code)**

Students:

- understand and respond to greetings 👫
- initiate questions 👫
- respond to questions about themselves 👫
- respond to classroom instructions 👫

Tasks

Students:
- introduce themselves
- engage in a conversation about themselves
- follow instructions to learn a song or game, or to make a doll or puppet

Additional content/tasks for students with prior learning

Students:

-

Linguistic elements

-

5. Assessment

ⓘ for your information

This section will consist of generic text on assessment in a standards-referenced framework. It also It will also include advice about:

- Standards

- Using standards to improve learning

- Assessment for/of/as learning

- Assessment for students with special education needs

- Reporting

Specific assessment advice relating to subject will be provided in support materials.

6. Glossary

ⓘ for your information

A glossary will be developed for the Languages learning area. The glossary to be developed for Languages will explain terms that assist teachers in the interpretation of the subject. The glossary will draw on the Australian curriculum: Languages F–10 glossary. Additional words and/or terms may also be identified for inclusion.