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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Organisation

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Overview

Rationale

Aims

Organisation

Student Diversity

Ways of Teaching


Ways of Teaching Video

Ways of Assessing

General Capabilities

Cross-Curriculum Priorities

Glossary

 Aboriginal Languages and Torres Strait Islander Languages Scope and Sequence

 Arabic Scope and Sequence


 Hindi Scope and Sequence

 Korean Scope and Sequence

 Modern Greek Scope and Sequence


 Spanish Scope and Sequence

 Turkish Scope and Sequence

 Vietnamese Scope and Sequence

 Overview ABL TSIL Framework

 Overview Auslan

 Overview Classical Languages Framework

Content Structure

The Languages Learning Progression includes French: Second Language, Italian: Second Language, Japanese: Second Language, Spanish: Second Language, and Vietnamese: Second Language.

The Languages curriculum program, in at least some schools do not have the capacity to teach a minimum of 10 languages in 2019, Year 5 in 2020 and Year 6 in 2021.

In Years 9 and 10 the program is designed to be delivered in a range of ways.

Each of the six Language Learning Progressions includes Communicating and Language Understanding aspects of language learning. The Language Understanding aspects of language learning focus on oneself as a communicator.

Within each strand, the dimensions of language learning are strands and sub-strands. The language use for different strands in each strand will differ.



Communicating



The Communicating strand focuses on the ability to interpret, create and use language in different contexts.

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 ABL Scootle Resources

 ABL Additional Resources

 Languages Assessment Activities
Template 

 Teaching and Learning Outline Te
mplate 

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Curriculum Languages](#)

purposes.

- *Socialising*

The content focuses on
opinions, experiences,
negotiating, deciding

- *Informing*

The content develops
through a range of
knowledge.

- *Creating*

The content focuses on
participating in, res
drama and music.

- *Translating*

The content focuses on
cultures orally and
these to others.

- *Reflecting*

The content focuses on
intercultural exchange
interaction shapes

The Communicating
reading, and writing

- interacting and ir
 - interacting and c
- and incorporates di

Understanding

The Understanding language and culture intercultural exchange

- *Systems of language*

The content focuses on the language system, including s

- *Language variation*

The content focuses on how languages vary in use (register, time and place).

- *The role of language*

The content focuses on language and culture in the e

Year level de

Year level descriptions with core content by an interrelated nature integration of conte

Content des

Content descriptions are expected to teach approaches to teaching that is appropriately ordered to introduce a concept or skill in a way that is extended at later years.

Additional content descriptions are provided for teaching programs. These take into account learning and teaching practices.

The additional content descriptions are provided for teaching programs.

Achievement

From Pre-primary to Year 10, students should demonstrate achievement in the content descriptions. An achievement standard is a statement of the conceptual understanding and skills that a student is well-placed to demonstrate at a particular level of achievement.

Glossary

A glossary is provided to define the key concepts included in the content descriptions.

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