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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

Content Structure

The Languages learning areas are 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 access to, will be implemented from 2019, Year 5 in 2020 and Year 6 in 2021.

In Years 9 and 10 the program will be implemented in Years 9 and 10.

Each of the six Languages learning areas will be implemented in Years 9 and 10. Communicating and Understanding are the two strands of language learning. Each strand focuses on aspects of language use and communication. Communicating involves using language to communicate with others. Understanding involves understanding language and communication.

Within each strand, the dimensions of language learning are communication, understanding, and language use. Each strand will be implemented in Years 9 and 10.



Communicating



The Communicating strand involves using language to communicate with others. This includes interpreting, creating, and using language in different contexts.

 Overview Classical Languages Framework

 ABL Scootle Resources

 ABL Additional Resources

 Languages Assessment Activities Template 

 Teaching and Learning Outline Template 

[◀ Return to Australian Curriculum Languages](#)

purposes.

- *Socialising*

The content focuses on expressing opinions, experiences, negotiating, deciding

- *Informing*

The content develops knowledge 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 interrelated nature integration of conte

Content des

Content descriptions are expected to teach approaches to teaching is appropriately ordered concept or skill introduced at later years

Additional content of teaching programs into account learning

The additional content

Achievement

From Pre-primary to that students should An achievement standard conceptual understanding student is well-placed achievement.

Glossary

A glossary is provided concepts included in

[Principles](#)

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