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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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[Teaching](#) ▾

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You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curri](#)

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

Scope and Sequence

◀ [Return to Languages](#)

Content Structure

The Languages curriculum program, in at least schools do not have teach a minimum of Year 5 in 2020, Year 10 the study of Lan

Second Language

In the Western Australia learners has been c students learning e context. The Language, French: Second Language, | Additionally, ACARA curriculum are reco Western Australia.

Sequences of

The design of the V different entry point reflects current pra are two learning se

- Pre-primary – Year
- Year 7 – Year 10

The content of the 'interrelated strands' reflect three important communication, and communication and

Within each strand, dimensions of language strands and sub-str language use for different each strand will differ

Communicative

The Communicative to interpret, create in different contexts purposes.

- *Socialising*

The content focuses opinions, experiences negotiating, deciding

- *Informing*

The content develops through a range of knowledge.

- *Creating*

The content focuses on participating in, representing, and creating drama and music.

- *Translating*

The content focuses on cultures orally and these to others.

- *Reflecting*

The content focuses on intercultural exchange and interaction shapes

The Communicating reading, and writing

- interacting and in
- interacting and c

and incorporates di

Understanding

The Understanding language and culture intercultural exchange

- *Systems of language*

The content focuses on system, including s

- *Language variation*

The content focuses on language use that varies in register, style, time and place.

- *The role of language*

The content focuses on the role of language and culture in the education system.

Year level descriptions

Year level descriptions outline the content with core content being the most important. The descriptions have an interrelated nature and the integration of content across years.

Content descriptions

Content descriptions are the content that students are expected to teach. The descriptions outline the approaches to teaching and learning that is appropriately ordered and sequenced. The content is concept or skill oriented and is extended at later years.

Additional content descriptions are included in teaching programs. The descriptions take into account learning and teaching practices.

The additional content descriptions are included in teaching programs.

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

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