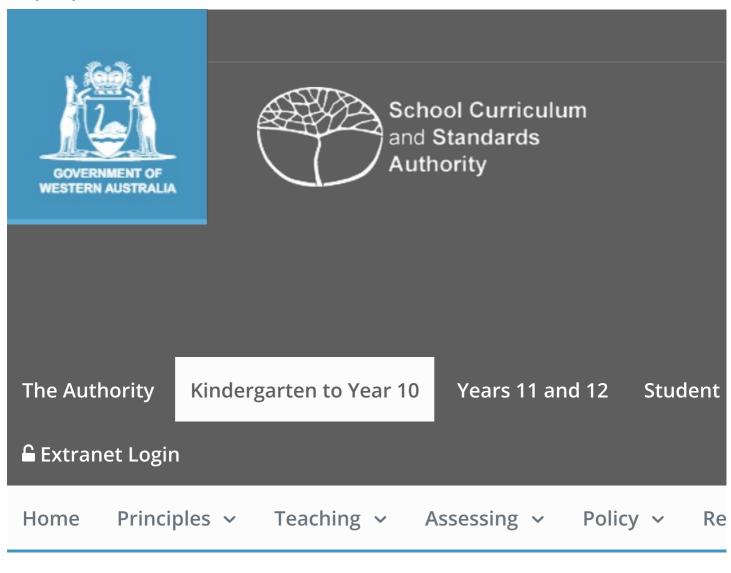
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# Organisation

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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

## Return to Languages

## Content Stru

The Languages lear French: Second Lar Language, Italian: S

The Languages curprogram, in at least schools do not have teach a minimum o 2019, Year 5 in 202

In Years 9 and 10 tl

Each of the six Lang Communicating and aspects of language aspects of language oneself as a commu

Within each strand, dimensions of langu strands and sub-str language use for di each strand will diff

## Communica<sup>-</sup>

The Communicating to interpret, create in different context.

purposes.

#### Socialising

The content focuse opinions, experienc negotiating, decidir

#### Informing

The content develo through a range of knowledge.

#### Creating

The content focuse participating in, res drama and music.

#### • Translating

The content focuses cultures orally and these to others.

### Reflecting

The content focuse intercultural excharinteraction shapes

The Communicating reading, and writing

- interacting and ir
- interacting and c

and incorporates di

## **Understand**i

The Understanding language and cultu intercultural exchar

• Systems of langu

The content focuse system, including s

• Language variati

The content focuse vary in use (registe time and place.

• The role of langu

The content focuse and culture in the e

## Year level de

Year level description with core content be interrelated nature integration of contents.

## Content des

Content description are expected to tea approaches to teac is appropriately ord concept or skill intreextended at later years.

Additional content ( teaching programs. into account learning

The additional cont

## **Achievemen**

From Pre-primary to that students shoul An achievement sta conceptual underst student is well-plac achievement.

## Glossary

A glossary is provid concepts included i

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