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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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## Content Structure

The Languages learning areas are French: Second Language, Italian: Second Language, Japanese: Second Language, Spanish: Second Language, Vietnamese: Second Language, and Chinese: Second Language.

The Languages curriculum is designed to be taught in at least 100 schools do not have a dedicated Languages teacher. From 2019, Year 5 in 2020, Year 6 in 2021, Year 7 in 2022, Year 8 in 2023, Year 9 in 2024, and Year 10 in 2025.

In Years 9 and 10 the curriculum is designed to be taught in at least 100 schools do not have a dedicated Languages teacher.

Each of the six Languages learning areas has a scope and sequence document that outlines the content and sequence of learning for each strand. Communicating and Understanding are the two strands of language learning. Communicating is the focus of the first strand and Understanding is the focus of the second strand. Each of the six Languages learning areas has a scope and sequence document that outlines the content and sequence of learning for each strand.

Within each strand, the curriculum is designed to be taught in at least 100 schools do not have a dedicated Languages teacher. The curriculum is designed to be taught in at least 100 schools do not have a dedicated Languages teacher. The curriculum is designed to be taught in at least 100 schools do not have a dedicated Languages teacher.

## Communicating

The Communicating strand is the focus of the first strand of language learning. The Communicating strand is the focus of the first strand of language learning. The Communicating strand is the focus of the first strand of language learning.



 Overview ABL TSIL Framework



 Overview Auslan

 Overview Classical Languages Framework

 ABL Scootle Resources

 ABL Additional Resources

 Languages Assessment Activities Template 

 Teaching and Learning Outline Template 

◀ **Return to Australian Curriculum Languages**

to interpret, create in different context purposes.

- *Socialising*

The content focuses opinions, experiencing negotiating, deciding

- *Informing*

The content develops through a range of knowledge.

- *Creating*

The content focuses participating in, res drama and music.

- *Translating*

The content focuses cultures orally and these to others.

- *Reflecting*

The content focuses intercultural exchange interaction shapes

The Communicating  
reading, and writing

- interacting and ir
- interacting and c

and incorporates di

## Understandi

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 descripti  
with core content b

interrelated nature  
integration of conte

## Content des

Content description  
are expected to tea  
approaches to teac  
is appropriately ord  
concept or skill intr  
extended at later y

Additional content c  
teaching programs.  
into account learnir

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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