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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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General Capabilities

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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 Sequen
ce



Spanish Scope and Sequence



Turkish Scope and Sequence



Vietnamese Scope and Sequenc
e



Overview ABL TSIL Framework



Overview Auslan

The general capabilities are the dispositions that will enable students to find opportunities for learning and growth in the program for the Languages. The general capabilities are identified within the program.

Literacy

Students become literate in the Languages by interpreting and using language in school and for particular purposes, such as listening to, reading and writing digital texts, and using language in different contexts.

In the Languages, literacy development is transferable across language learners, and support to develop literacy skills includes:

- developing an ability to understand and use language
- mastering of grammar and syntax
- developing semantic and pragmatic skills

Numeracy

Students become numerate in the Languages by using mathematics confidently and broadly. Numeracy skills include:



Overview Classical Languages Framework



ABL Scootle Resources



ABL Additional Resources



Languages Assessment Activities Template [↗](#)



Teaching and Learning Outline Template [↗](#)

◀ **Return to Australian Curriculum Languages**

mathematics in the mathematical know

In the Languages, I use and understand number, time and s

Information capability

Students develop IC appropriately to acc problems; and work beyond school. ICT technologies availa technologies evolve environment.

Each Languages su communication tec digital media contri as well as linguistic

Critical and c

Students develop c generate and evalu consider alternative to activities that req behaviours and disp

innovation in all lea

In the Languages, a
backgrounds and a
compare, and analy
critical thinking skill

Personal and

Students develop p
themselves and oth
effectively. The per
practices including
and understanding
decisions; working
constructively.

This involves under
social and interculti
people view and ex
collaborative and re
competence.

In the Languages, l
being open-minded
different ways are l
effectively in an ad
backgrounds involv
cultural situations;

Ethical unde

Across the Western as they identify and principles and unde understanding invo ethical outlook that develop an awareness others.

In the Languages, s interactions with ot acting in the world. ethical points of vie

Intercultura

Students develop ir cultures, languages personal, group and nature of culture. T with diverse culture connections with ot

In the Languages, c is integral to comm citizenship and lifel preconceptions, as culture(s) to their le Learning to move b to language learnin capability. By learn

reflect on things pro
and cultural practic
begin to see the co
in using language.

Learning a new lang
enriching and cumu
repertoire, providin
Students come to r
of different languag
knowledge, underst
culture(s). They rea
determined by wha
language and cultu

Principles

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