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Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

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# General Capabilities

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## Overview



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Student Diversity

Ways of Teaching

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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 dispositions that will be developed through the program for the Languages. The general capabilities are identified within the program.

## Literacy

Students become literate by interpreting and using language in school and for particular contexts. Literacy involves listening to, reading and using digital texts, and using language in contexts.

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

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

## Numeracy

Students become numerate by understanding mathematics concepts and applying them broadly. Numeracy involves:



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 re behaviours and disp

innovation in all lea

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

## 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, ass 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

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