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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

[Download Curriculum as PDF](#)

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 Sequence

 Spanish Scope and Sequence

 Turkish Scope and Sequence

 Vietnamese Scope and Sequence

 Overview ABL TSIL Framework

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 one strand in each year level. Schools do not have to teach a minimum of one strand in 2019, Year 5 in 2020, and Year 6 in 2021.

In Years 9 and 10 the curriculum is designed to be taught in at least one strand.

Each of the six Languages learning areas has a scope and sequence document that outlines the aspects of language learning and the aspects of language use that students will engage in as a communicative user.

Within each strand, the curriculum is designed to be taught in at least one dimension of language use. The strands and sub-strands of language use for each strand will differ.

Communicating

The Communicating strand is designed to be taught in at least one dimension of language use to interpret, create



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**

in different context purposes.

- *Socialising*

The content focuses on opinions, experiences negotiating, deciding

- *Informing*

The content develops through a range of knowledge.

- *Creating*

The content focuses on participating in, res drama and music.

- *Translating*

The content focuses on cultures orally and these to others.

- *Reflecting*

The content focuses on intercultural exchange interaction shapes

The Communicating

reading, and writing

- interacting and ir
- interacting and c

and incorporates di

Understanding

The Understanding language and culture through intercultural exchange

- *Systems of language*

The content focuses on the language system, including s

- *Language variation*

The content focuses on how language varies in use (register, time and place).

- *The role of language*

The content focuses on the role of language and culture in the e

Year level de

Year level descriptions with core content based on the interrelated nature

integration of conte

Content des

Content description
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Glossary

A glossary is provid
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