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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

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Student Diversity

Ways of Teaching

Ways of Teaching Video

Ways of Assessing

General Capabilities

Cross-Curriculum Priorities

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Scope and Sequence

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The general capabilities are the dispositions that will help students to find opportunities to learn in a program for their Learning Area unless they are identified as having special needs.

Literacy

Students become literate when they can interpret and use language in a variety of contexts in school and for particular purposes such as listening to, reading and writing digital texts, and using technology in different contexts.

In the Languages, Literacy and Numeracy framework, literacy development is seen as transferable across languages and contexts for language learners, and support to develop literacy skills includes:

- developing an ability to understand and use language in a variety of contexts
- mastering of grammar and spelling
- developing semantic and syntactic knowledge

Numeracy

Students become numerate when they can use mathematical concepts and skills broadly. Numeracy skills include:

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 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 awaren 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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